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6.8.70

The Education Quarterly ^{478B}

A Quarterly Review published in March, June,
September and December each year

Annual Subscription Rs. 8-8-0

Vol. VI—1956

27N

Journal Edit.	Ed. Research
NAME	WING COLLEGE
Date	6.8.70
Page No.	245

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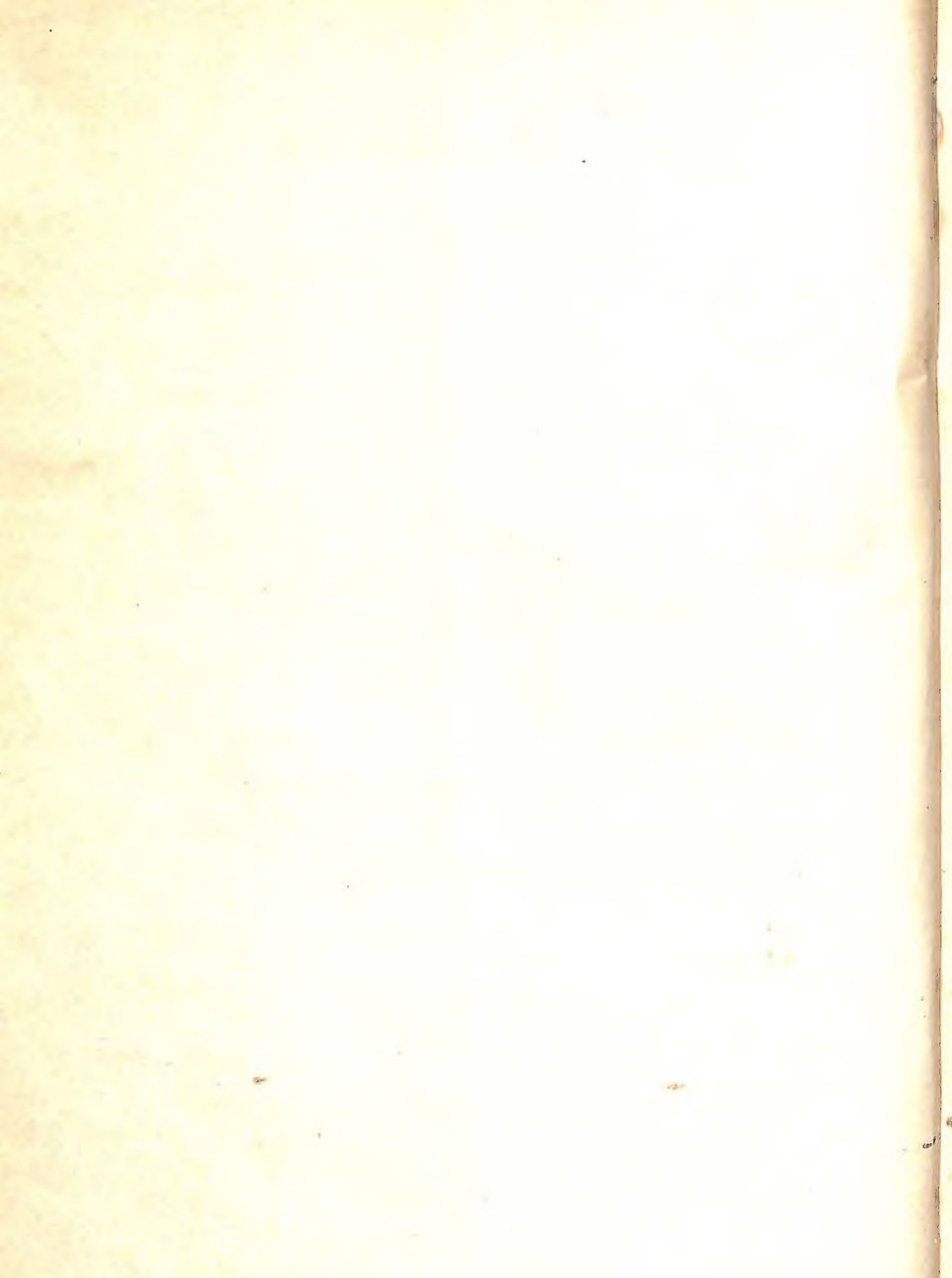
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Bureau Econ. Res. Research

DAVID H. ... COLLEGE

Dated ...

Attest, No. ...

INDIAN PUBLIC SCHOOLS*

WHEN the chairman of the Conference honoured me with an invitation to attend this Conference of Masters of Public Schools, I accepted it gladly and even eagerly, not only because I value the honour and the Chairman is a colleague and friend of over 20 years' standing, whom, like all who have come to know him, I hold in great esteem but also because, as the Chairman indicated in his Address, I firmly believe that the Public Schools have a great contribution to make to the nation's education and I am intensely interested in their progress.

The name Public School is unfortunate and yet unavoidable. It has come to acquire a very rich meaning which cannot be adequately conveyed except by describing at length the features which distinguish a Public School. The name is unfortunate because it is of foreign origin and arouses in some sensitive minds a suspicion that these Schools are un-National. I have some times wondered whether it would not be wiser for these Schools to adopt a Hindi name, for that would immediately dispel all suspicions and prejudices. I doubt however if you would approve this, for Public Schools do not encourage subterfuge and false pretences. You would I am sure, prefer to face suspicions and prejudices and remove them in the only practical and honest manner, namely by turning out young men and women who will be among the finest specimens of Indian

youth, distinguished by a firm and upright character, a lively and cultivated mind, an enterprising and self-reliant spirit and a full consciousness of social obligation and patriotic duty.

That may sound a tall order, but I am sure that you, gentlemen, will accept nothing less as worthy of your endeavour. I speak so confidently not only because I have the privilege of knowing so many of you personally, but also because I have been greatly encouraged by the way you have organised your Conference. In these days of feverish pursuit of individual material gain, one might have feared that your Conference also would be a Trade Union type of association for demanding better pay, more amenities and easier conditions of work. Instead, you have organised your Conference as an earnest professional organisation with the sole purpose of exchanging experiences and ideas and examining your problems with a view to fitting yourselves the better for the vitally important task of bringing up the youth of the country.

I am not unmindful of the criticisms or detractions to which you are subjected. It is said, for instance, that you suffer from a superiority complex and teach your pupils also to be snobs. I have myself no use for snobs, and I am sure no decent Public School will tolerate them. By and large, however, I am inclined to think that it is rather

*inaugural address at the eighth session of the Public Schools' Assistant Masters' Conference.

the critics who suffer from an inferiority complex. They realize that the teachers and pupils of Public Schools, because of their training, experience and constant effort, are better than others and, instead of taking that as a challenge, they choose the easier path of spiteful jealousy. And so one hears a cry even from those who should know better, that Public Schools should be closed down. The fox who lost his tail had better reason for wishing the other foxes also to lose their tails, for he could not grow one for himself. Those jealous of Public Schools have no excuse at all, for there is nothing, except their own inertia, to prevent them from improving the other Schools till there is no difference between them and Public Schools. That would be a consummation more worthy to be devoutly wished and worked for.

Good schools, however, cannot be had on the cheap and good teachers cannot be had for the price of an illiterate peon. This is forgotten when the jealous critics point to the high salaries and other amenities which teachers in Public Schools receive. It is of course true that a Public School teacher often receives three times (or even more) than what is given to a teacher in an ordinary Secondary school. It is also a fact that very much more is expected of Public School teachers than of others. Their duties are not confined to a few hours of class instruction on week days and, at the most, a couple of hours or so a week to stand and watch while the children go through a routine of games. A Public School teacher, on the other hand, is expected to be on duty practically for 24 hours and even on Sundays and holidays. It is also not enough for him to be merely a good teacher in the class. He has

also to be an athlete who plays with boys and coaches them. Besides, he should be a person of wide interests and inexhaustible energy, for he has also to help the children take up various hobbies and co-curricular activities. Over and above being an expert in the subject he teaches and an active sportsman, musician, dancer, actor, play-producer, photographer, mountaineer, swimmer, naturalist and what not else, he must also be a moral preceptor and that vague, indefinable and frighteningly difficult thing, a character-builder. In brief, he must be an academic teacher, an athletic coach, an all-round man of varied cultural accomplishments, a companion, a friend, a preceptor and a parent. He must be all this and more. It is ungrateful to talk of such a person being over-paid. While, therefore, it is true that the Public School teacher is paid far more than a teacher in ordinary schools and I hope that his terms of service will be further improved, I do not think it is possible to recompense a good Public School teacher adequately. That brings me to another essential quality which he must possess.

A Public School teacher must not be like other employees; he must not think mercenarily of what he gives to his pupils and receives from his management. While obviously he must be given a decent minimum of living conditions, the fundamental and ultimate driving force for a Public School teacher is not the lure of material gain but an impelling sense of vocation, a love of children and devotion to the institution. Indeed, I would go so far as to say that a teacher who possesses these qualities will be invaluable to the School, even if he is

deficient in intellectual calibre or other professional equipment, while one who lacks these qualities, howsoever gifted he may be in other respects, will be a poor investment.

I fear I have spoken at some length about the unjustified criticisms against Public Schools, their teachers and pupils. I realise that this must have taxed the patience of the delegates to this Conference who have come here not to hear their defence or praise but to get down to some worthwhile constructive work. I apologise to them, more particularly because I have left myself very little time to talk about the topics for discussion at this session. Not that that is much of a loss, for anything I may have to say will sound commonplace to those present here who command a much more extensive and expert knowledge. It may however occasionally entertain people in Newcastle to have coal carried to them.

I understand that you propose to discuss two main problems, namely, what should be the medium of instruction in Public Schools and, secondly, whether it is possible to bring down the cost of Public School education and, if not, what else can be done. The second is a most important question for the future not only of Public Schools but also of our education. I wonder, however, how far it will be worthwhile for this Conference to discuss it. Generally speaking, if I may venture to express an opinion, it is not possible to reduce the cost to anything like the level which would be within the reach of the present day middle class. The only possible way, therefore, if Public Schools are to broadbase themselves and the benefit of Public School educa-

tion is to be extended sufficiently to satisfy the democratic canon of equality of opportunity, is to have a large number of scholarships available at these Schools. As you are aware, the Government of India have already initiated a fairly large scheme of merit scholarships for Public Schools, and I sincerely hope that State Governments and Public Schools themselves will considerably add to the number of scholarships. Some State Governments and Schools have already started acting in this direction and I would like especially to bring to your notice the commendable example of your host institution, Mayo College, which has offered a number of scholarships notwithstanding the fact that it has for several years been working on a deficit budget. I hope that this splendid example will be followed by all the other Public Schools as an earnest of their desire not to remain exclusive institutions for the rich.

At the same time, I have no doubt—and I am speaking with personal experience of quite a few schools—that the present cost can be reduced. For obvious historical reasons most, if not all, of the Public Schools had in the past no real incentive to economy, and in many respects they had unnecessarily high standards. I venture therefore to say with some confidence that, provided we keep clearly before our eyes the distinction between the essential, the desirable and the superfluous, we should find it quite possible to reduce the cost appreciably. I am not sure, however, how far this is an appropriate place to discuss it. This, if I may say so, is a Conference of consumers who quite naturally want all things and the best of everything for their children. It seems rather unfair and cruel to ask

a person to shave off his beautiful locks, however necessary that operation may be. I should have thought therefore that this unpleasant task should be entrusted to the Bursers and Headmasters. The best course perhaps will be for the Bursers to get together for a few days, compare notes in detail and then submit their recommendations to the Headmasters, who should consider them from the broader point of view, taking into account the need for reducing the cost to the lowest possible level and ensuring the efficiency of all services that are essential to a school.

Your other topic for discussion, namely, the medium of instruction, is a very important one and I shall look forward with some eagerness to the results of your deliberations. My own views on the subject are rather unorthodox and it is necessary therefore to make it quite clear that I am here entirely in my personal capacity and am expressing my own personal views. I have no hesitation in accepting the theoretical correctness of the thesis that the mother-tongue should be the medium of instruction. The matter does not however rest here, for in a country like ours, where there is so much intermingling of linguistic groups, it is not possible to carry this thesis to its logical conclusion, quite apart from the fact that our languages cannot within a foreseeable near future be fully adequate to meet all the demands of learning and commerce. Language cannot be manufactured over-night or even in a decade or two, no matter how strong a patriotic fervour there may be behind it. My second objection against the educationists who, for theoretical reasons, advocate the mother-tongue as the medium of

instruction is that they are not consistent. As soon as they reach the Secondary stage they forget their theory and, on practical grounds, advocate the regional language as the medium of instruction, though that may be as strange to a pupil as, say, English. At the University stage our educational reformers are rather lost, and the battle is still going on between the regional language, Hindi and English, not to mention a minority here and there which would like to have even University instruction in its mother-tongue. I would suggest, with all respect to our educational theorists, that what is theoretically desirable is not always feasible or even desirable from the ultimate point of view. I would also remind them that the logic which makes them decide the question at the Secondary stage on practical grounds should also apply to the University stage. If practical considerations favour the acceptance of the regional language at the Secondary stage they should equally favour the acceptance of Hindi at the University stage. It seems to me that while we pay a great deal of attention to educational theory and are only too aware of the existence of regions and States we are apt to overlook the existence of India. For me the greater interests of the country override considerations of educational theory, which, in any case, are not intended to apply consistently.

It cannot be doubted that, whatever other results may have followed from the introduction of English as the official language and the medium of instruction in schools and colleges, it was a most powerful factor in bringing about the unity and freedom of the country. It seems to me that it would

be a national tragedy to be without such a unifying factor.

English cannot obviously become our national language and cannot continue to enjoy the position it has held so far. It seems to me, therefore, to be the imperative duty of every Indian to try to prepare for the replacement of English by a single national language, which can be none other than Hindi.

What I have said so far will have indicated to you what I feel should be done in Public Schools. Apart from their being good educational institutions, I personally value them because they also impart a certain all-India outlook, and I sincerely hope that they shall not only maintain but further strengthen this characteristic. In that case, it is clear that they must adopt a

common medium of instruction, namely, Hindi.

I realize that this cannot be done at once, but every effort should be made first to raise the standard of Hindi and then to make it a medium of instruction gradually from the lowest classes upward. I am aware of the complication that most schools prepare students for the Cambridge School Certificate Examination, but I hope that it will not be long before that Examination is Indianised or an Indian Examination takes its place. When that happens, a new chapter in the history of Public Schools will start, for then, in the fullest sense of the term, they will become Indian Public Schools and will flourish and increase in strength, to the greater benefit of the country.

Ashfaq Hussain

CRISIS IN EDUCATION

I. GRAMMAR SCHOOLS IN DANGER.*

EDUCATION is one of the means by which the community attempts to meet the demands of the present while transmitting some of the values of past. There is, to borrow Arnold Toynbee's phrase, a process of challenge and response.

Today, for example, one of the most characteristic features of our civilisation is the quite new demand that we are making for men and women of high ability, most obviously in the fields of science and technology. Our society is a very complex one; we need unprecedented numbers of people with special skills and with the general abilities to meet the problems of a world dominated by scientific and economic advance. The limiting factor on social progress and on the advance of knowledge may indeed prove to be simply the supply of individuals with the highest qualities of intelligence. We may envisage new directions of progress but be unable to explore them simply because we have not sufficient people of the quality to do so.

One of the greatest of modern philosophers, A. N. Whitehead, was saying something profoundly true when he wrote:

In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your

social charm, not all your wit, not all your victories on land and sea, can move back the finger of fate.

Here is a clear challenge to our educational system. Not only must the service of education be a national priority of the highest order, not only must our education be as efficient as we can make it, but also it must be so organised that high ability, wherever it is found, is recognised and fostered. It is too precious to be wasted or overlooked.

If the complexities of the modern world make ever greater demands on the intellectual side of our education, the social and moral climate offers no less a challenge to its other aspects. The demands which democracy makes on the wisdom, the integrity and the sense of obligation of ordinary people make it also the form of government which demands the most from its educational system.

The social movements of our time, with their emphasis on greater measures of equality and economic security, have their own educational implications. We live, moreover, in a time of profound re-examination of moral and religious belief. It is against this background that we must always try to examine our educational practice and ideas.

*By courtesy of Dr. Eric James and *The Sunday Times*, London. This is the first article in the series—"Crisis in Education". The second and the third articles in the series will be published respectively in the June and September 1955 issues of "*The Education Quarterly*".

One of the most widely discussed of contemporary problems shows very clearly the way in which social ideas affect educational change. The Educational Act of 1944,* although it introduced the idea of universal secondary education, said nothing about the form which it should take. We now have to decide whether we shall educate children from the age of eleven in different kinds of school, or whether they shall receive their secondary education in a common comprehensive school, whatever their intelligence.

Since the choice of one that is closely related to questions of social philosophy, it is not surprising, though it is unfortunate, that an educational question of this kind should have become the occasion for political division. Those who favour the comprehensive school see in education an instrument which may be used to produce a more unified social structure. In the century of the common man they distrust anything that emphasises the differences between individuals. They see in separate schools for children of differing abilities a cause of future class divisions in society.

On the other hand, the opponents of the comprehensive school, of whom I am one, contend that it cannot do justice to the varying intellectual needs of children, and that in particular the child of high ability will suffer; the education that can be provided for him can be adequate neither in quality nor in content.

* * * *

This is not the place to discuss in any detail the arguments for and against

the comprehensive school. They are too technical and by now too well-worn. Nevertheless, the issue bulks so large that it would be unrealistic not to say something about one or two of the questions related to it.

For many parents the strongest argument for such a scheme of secondary education is that it does away with the necessity for selection. Much nonsense is written about the examination at eleven years of age, and those most opposed to it would serve education better by explaining what it seeks to do rather than by inflaming parental anxiety concerning it. The selection procedure that decides what form of secondary education is best fitted to a particular child is not perfect. But under most local authorities it can fairly be claimed that every effort is made to ensure that injustices do not occur, and by subsequent transfer between different kinds of schools to put right any apparent errors.

The root of the matter is surely this: that in a society that seeks to open a career to the talents there must be selection, unless a universal mediocrity is to be the rule. If children of widely differing abilities are to receive the education most suited to them, selection cannot be delayed beyond eleven years, unless the progress of the able child is to be delayed, with consequent frustration for the individual and harm to the national interest.

What is needed is a campaign of education among parents so that they may realise that the test is in the nature of a diagnosis, a genuine and honest attempt to see that their children are not made to undergo a

*It is realised, of course, that this Act did not apply to Scotland where educational conditions differ from those in England and Wales; many of the general problems here discussed, however, are just as serious to Scotland, though they may be somewhat different in form.

kind of education for which they are thoroughly unsuited.

The controversy over comprehensive schools has inevitably led to an attack on the grammar schools—one of the most alarming features of the contemporary educational scene. The last fifty years in this country have seen the creation and growth of maintained grammar schools, in many cases rivalling in stature and achievement the older schools, on which they were modelled, that existed before the 1902 Act. They constitute one of the most remarkable English contributions to education.

In a grammar school today, whether ancient or modern, whether maintained or direct-grant, one will find boys and girls of every social and economic class; by means of them children from the poorest homes are enabled increasingly to make their contribution in the highest and most responsible positions on equal terms with those children whose parents are able to send them to great independent schools; from them are coming in increasing numbers the doctors and administrators, the technologists and teachers that the community so urgently demands. They are the training ground for precisely those people of high ability on which our future depends.

Yet it is these schools that are sometimes attacked as schools of privilege; it is these schools that it is seriously proposed should be swept away. It is difficult to imagine anything more damaging to the national interest or more destructive of genuine educational equality.

The fear of the selection examination that is felt by many parents is itself a witness to the success of the grammar

schools. These schools are still for them the only acknowledged kind of secondary education. They provide the recognised gateway to the professions; often, though by no means always, the amenities they provide are greater than those of other schools; out-of-school activities in games and societies and camps, that spring from the traditional devotion to their staffs, are usually a prominent feature of their lives.

It is most desirable that the distinction between the grammar school and other kinds of secondary schools should become less pronounced. Academically this can be done, for example, by encouraging some secondary modern schools to provide courses leading to the General Certificate of Education for suitable children. In other ways it can be accomplished by the teachers in all kinds of school, doing what many do now, resolving that their school shall have a life and individuality of its own, and a range of activities comparable with those that the grammar schools have long provided.

Here we are led inevitably to consider a still more urgent problem that faces education today, the supply of teachers. With whatever kind of school one is concerned, whatever question one is discussing, the number and quality of the actual teachers is ultimately the fundamental issue. Probably the greatest single reform that could be made in English education, for example, would be to reduce the size of all classes in primary schools to thirty. It is an ideal that is at present completely unattainable, and the most significant reason is simply that the teachers that would be required are not forthcoming.

* * * *

At the other end of the scale a threat of real gravity to our national prosperity is presented by the shortage of good teachers of science in grammar schools. This is the most immediately dangerous aspect of the situation. We can see the way at any rate to holding our own in other fields of education. But unless means are found to ensure that a certain number of able scientists find their way into the schools then standards will fall very sharply indeed, and the repercussions on the universities and technical colleges and ultimately on industry, on defence, and on pure research constitute a threat to our national future.

The magnitude of this problem is now gradually being realised and a good deal of thought is being devoted to it. But it is a question to which no easy solution can be found. It is but one aspect of the much wider problem to which reference has been made—the absolute shortage of natural ability, particularly in scientific fields.

Industry, the scientific civil service and pure research are all competing with the schools for inadequate supplies of scientific manpower. If they continue to be as successful as they are now in attracting it almost completely away from teaching, their success will ultimately be self-destructive.

It is very important that we should attempt to understand the reasons why young men and women are now so reluctant to become teachers. To some extent the obvious economic explanation is the right one. The final salaries open to assistant masters in grammar schools cannot compare with the rewards offered by industry or the Civil Service to men of comparable ability. It is plain that the present machinery

for dealing with teachers' salaries, the Burnham Committee, cannot, by its very nature, do justice to the need for high intellectual ability in the grammar schools, and some special means, e.g., a Royal Commission must be sought to overcome the financial problem.

But economic factors are not the only ones. The attacks of the equalitarians on the grammar schools are producing their inevitable result in discouraging ability from entering them. Perhaps the most important reason of all, however, is the attraction of research. The young scientist compares a life that he imagines may be spent in pushing back the boundaries of knowledge with one which he falsely believes to be a dreary routine of repetitive instruction.

It is right and proper that many of our very best young men should become research-workers in industry and the universities. But the time has come when we must ask ourselves whether all the work that passes for research is, in fact, of such urgent importance that it must be done on so large a scale and by so many who will never be capable of making genuinely original contributions to knowledge, yet might make excellent schoolmasters.

We must ask ourselves, moreover, whether the claims of teaching as a career are put with sufficient faith and vigour to the pupils in our schools and universities. Above all, we must realise that only if the community as a whole comes to estimate at its true value the importance of education shall we attract into its service a proportion of our best young men and women. And unless they are so attracted, then all our hopes for educational progress will be frustrated, and all our reforms barren.

Profile

Shanti Swarup Bhatnagar

SHANTI SWARUP BHATNAGAR was born on February 21st, 1894 at Bhera in Shahpur District of West Punjab. He lost his father when he was hardly eight months old and was brought up by his mother under the care of his maternal grandfather at Sikandrabad near Bulandshahr District of Uttar Pradesh. His early education started at a 'Maktab' and his abiding interest in Urdu literature and poetry and his own contributions to Urdu poetry had, doubtless, roots in this early formative period. His later education was controlled by an old friend of his father, who later became his father-in-law, L. Raghunath Sahai, Headmaster of the Dayal Singh School at Lahore. From this school he went to Forman Christian College, Lahore where he came under the influence of teachers like J. M. Benade in Physics and P. Carter Speers in Chemistry.

After taking his M.Sc. degree in 1919 from the Punjab University, he joined University College, London and worked under Professor F. G. Donnan, a pupil of Sir William Ramsay and successor to his chair. He took the D.Sc. of the London University in 1921. His Doctorate Thesis still forms a remarkable contribution to the theory of emulsions and is reviewed in a large chapter in Clayton's book—"Emulsions and Emulsification."

Back from London, Dr. Bhatnagar was appointed University Professor of Chemistry at the Banaras Hindu University. His work at Banaras was

marked by a series of brilliant papers on the Chemistry of Colloids—a subject in which his mastery was complete. This, coupled with a vivid and remarkable imagination marked all his later work, whether it was on Colloids or on Magnetism or on the solution of problems of oil companies. In 1924, Dr. Bhatnagar was appointed to the newly created post of Professor of Physical Chemistry at Lahore and the Directorship of the newly built University Chemical Laboratory which he filled with great distinction till 1940. Dr. Bhatnagar's 16 years at Lahore were days of hectic work and a large number of papers were published during these years in various scientific journals on such diverse subjects as Colloids, Molecular Magnetism and Magneto-Chemistry, Optics, Spectroscopy, X-rays and Petroleum Technology. His work attracted the attention of many Punjab industrialists including Sir Ganga Ram and Raja Sir Daya Kishan Kaul. This new contact between Science and Industry was strengthened by large donations made by industrialists to the Punjab Chemical Trust for the award of scholarships to research workers. On 1953, the Attock Oil Company sought Dr. Bhatnagar's assistance in solving certain vital difficulties that were bringing their drilling operations in Attock area to a standstill. With characteristic zeal Dr. Bhatnagar addressed himself to these problems and solved them. To show their appreciation of his work, the Attock Oil Company



Shanti Swarup Bhatnagar



offered him a large sum of money which he generously gave to the Punjab University to further research work on petroleum problems.

Dr. Bhatnagar's most important phase of activity began in 1940 when he was invited by the Government of India to become India's first Director of Scientific and Industrial Research and a Board of Scientific and Industrial Research was set up. One of the first major jobs confronting him was to get vital materials produced in the country. A laboratory was first set up at Calcutta and then transferred to Delhi. As a result of Dr. Bhatnagar's efforts, the Government accepted the proposal to set up National Laboratories after the War and a sum of one crore of rupees was set apart for the purpose. 1950 saw the opening of the of these laboratories including the National Physical Laboratory at New Delhi, the National Chemical Laboratory at Poona and the National Metallurgical Laboratory at Jamshedpur, three largest of the group. Thirteen laboratories are now functioning and the fourteenth will be ready within a year. The Central Government provides a budget of over two crores of rupees every year for scientific research.

In 1948 a separate Department of Scientific Research was formed under the Prime Minister with Dr. Bhatnagar as Secretary. It was later converted into a separate Ministry of Natural Resources and Scientific Research. For over two years Dr. Bhatnagar worked as Secretary to the Ministry of Education in addition to being Secretary to the Ministry of Natural Resources and Scientific Research and Director of

Scientific and Industrial Research and Secretary of the Atomic Energy Commission. It was during this period that the idea of a University Grants Commission took concrete shape and he was asked to become its first Chairman.

Besides the Fellowship of the Royal Society of London, numerous honours were bestowed on Dr. Bhatnagar. He was an honorary Fellow and Vice-President of the Society of Chemical Industry, London, and a Fellow of University College, London. In 1946 when he visited Oxford as leader of India's Scientific Delegation, he was given the honorary Doctorate of the University. He was President of the Chemical Section of the Science Congress on two occasions and its General President in 1944. In addition to numerous papers in scientific journals, he was the author of "Physical Principles and Applications of Magnetochemistry", the first book in English on the subject. He published a collection of his Urdu Poetry that has run through three editions bearing as title the name of his dead wife—"Lajwanti".

Dr. Bhatnagar's informality, his wit, his repartee, his hospitality will always be remembered by those who knew him. These qualities won him lasting friendships—nationally and internationally. He could if necessary differ strongly from friends but such differences were healthy, free from rancour and did not interfere with his personal feelings. About midnight on New Year's eve 1954-55, he was seized with a heart attack and died on New Year's day 1955. The curtain had been rung down on a man who all his life had striven to put India on the map of the world of Science.

K. N. Mathur

BASIC AND PRIMARY EDUCATION TODAY

at the Hindustani Talimi Sangh

THE Basic School at Sevagram is a complete school of eight classes. The medium of instruction in language work is Marathi, the local language, with Hindi for a group of resident students who come from outside areas. All students are taught to use simple Hindi in the senior grades. The School is not full, that is to say, most classes do not reach a total enrolment of 30. The present strength of the School is 150-160. The Basic Crafts are Khadi-making and vegetable gardening. The total expenditure on teachers' salaries and contingencies is about Rs. 4,300/- per year. The total income is about Rs. 3,300/- per year from the various productive crafts. The percentage of self-sufficiency is just over 75 per cent. The children do regular work in art, music and dancing. They share also in the work of the community kitchen and take their turn in cooking for the community.

Post-Basic School

The fundamental aim of a Post-Basic School, socially and economically, is to build up a self-sufficient society of students and teachers, which can provide by its own work for the food and clothing, health and recreation of all its members. Its earning must be related to these life needs rather than to a money standard. The Uttar Buniyadi Bhavan (Post-Basic School) has attained self-sufficiency on this life basis of about 65 per cent.

The Post-Basic School which began in 1947-48 has now passed the experimental stage and contains between 100 and 120 boys and girls who undertake a course of three to four years' duration. The basic craft is Agriculture. The general organisation is as follows:

(a) Students admitted to the Post-Basic School are expected to be able to provide their own clothing by their own work in spinning and weaving. The necessary equipment is provided in their hostels and they are expected to do the major part of the work in their own time.

All share in a daily half-hour of silent spinning, and when cloth is on the loom special time is allocated in order that it may be finished quickly.

(b) The first and second year students have their work so organised that during their two years they may have experience of various agricultural crafts such as Oil Pressing, Dairy and Animal Husbandry, Poultry Keeping etc., in addition to field crops and Horticulture. In the later part of their course they are encouraged to specialise in the work in which they are specially interested.

The Hindustani Talimi Sangh has published a small booklet, called "A Picture and Programme of Post-Basic Education". The book records the history, work and attainments of the Post-Basic School up to 1954.

Rural University

In the year 1951-52 and in each year since then, a number of students have completed the Post-Basic course. Some of these students have the ability and the desire to continue their education and they form the nucleus of Rural University work. They have been encouraged to take up a practical work outside Sevagram for at least one year. Several of them have given and are giving this service to the Bhoodan movement. In 1951 the Hindustani Talimi Sangh appointed a Higher Education Sub-Committee which worked out a scheme for the initial stages of University work and selected seven faculties as centres of work, study and practical research. These are: 1. Agriculture and Horticulture, 2. Animal Husbandry and Dairy, 3. Rural Engineering, 4. Rural Industries including Khadi, 5. Rural Public Health, 6. Food Technology and Nutrition and 7. Rural Education. The Talimi Sangh has approved the scheme and work has begun in the first three faculties.

The Talimi Sangh does not conceive of University work as consisting merely of lectures of library assignments for passive students. It expects that students of this level will be mature and responsible people, able to undertake items of responsible work in the faculty they have chosen. Under the guidance of their teacher they will make a thorough and scientific study of the problems arising from their practical work. Two examples of problems of Rural Engineering which are of immediate usefulness are a simple bullock-driven fodder cutter which will save wastage in feeding animals and much time and labour, and a similar simple bullock-driven pump which

could irrigate fields at a lesser cost than a persian wheel.

An efficient workshop and an efficient laboratory are both essential for the most efficient working of University and Post-Basic school. Foundations of work in both these have been laid. There is still much room for expansion and development. The library has also been expanded and reorganised so as to make it of more general usefulness to the student community.

Extension Work

The training of men and women to carry out various kinds of Basic Education work has always been an important part of the work of the Talimi Sangh. Each year a group of students has been trained as Basic education teachers, and during the last two years this training has been given a new emphasis. There is a great need of workers who can follow up the appeal of the Bhoodan movement and build up the whole life of a village on a basis of cooperative sharing. To meet this need two new courses have been opened. The course in *Gram Rachana Nai Talim* is planned to train all-round village workers who will enter into the whole life of the village and make it a field of Adult education in the widest sense. The course in *Gramodhyog Nai Talim* is to train students in a number of useful village industries, helping them at the same time to understand the educational value of their crafts and to approach them in a scientific spirit. These two courses are run in close relationship with the training course for teachers and all these departments will be progressively integrated with the Rural University work.

'The *Nai Talim Bhawan* or teachers' training department, has continued to provide for the training of teachers for pre-Basic and Basic schools and for staffing new Basic Training schools in various States. The main emphasis of the course is three-fold:

1. to give students, in practice and theory, an understanding of a practical cooperative community life and of its place in education,
2. to give them a scientific introduction to the crafts which will form the basis of their future teaching work, stress being on quality and understanding rather than on speed, and
3. to train them, by means of the methods used in their own classes as well as by observation and practice in schools, in the essential principles of teaching *through work*.

"Besides the points mentioned elsewhere, there are two new features of interest in the period under review:

- (a) The majority of students deputed by Governments no longer come from old established States (where arrangements for training teachers locally exist) but from States which are newly formed or newly absorbed into the Union—Madhya Bharat, Hyderabad, Saurashtra, Kashmir, Vindhya Pradesh, N.E.F.A., etc.

- (b) The development of Basic schools means a demand for Post-Basic education and for teachers qualified to deal with it. The Talimi Sangh has therefore undertaken apprenticeship-training for selected men in this field of *Nai Talim*."

Students of all these three adult training departments must be given as many opportunities as possible for actual experience of village life. During the past four years the Talimi Sangh has increased its contacts with village schools in the neighbourhood and the students have undertaken regular programmes of village service with the village schools as their base. This work is being done in cooperation with the Wardha Janpad Sabha under whose management the schools are run.

During the period under review we have had many contacts with U.N., Unesco and other international peace movements, specially the International Work Camp movement. A number of men and women from overseas have joined the Talimi Sangh community for a few months or a year and have made a valuable contribution to the life of the community. The Department of Rural Engineering in particular continues to benefit by their services. Through these contacts correspondence is maintained with friends in many countries who are also working for a non-violent social order.

The major developments during the period since 1951 are closely connected with the story of the Bhoodan movement. Shri Vinoba Bhave has emphasised the importance of *Nai Talim* for

(Continued on page 32)

CURRENT CONTROVERSIES

We publish below a positive and provocative article on Public Schools. There are several opinions on the value of these Schools to India today and Mr. Pareek's view is one of these. As "Current Controversies" is a free educational forum we shall be happy to publish other views on the subject. All contributions should be addressed to: The Editor, 'The Education Quarterly', Ministry of Education, New Delhi.

EDITOR.

Should Public Schools be Abolished?

THE subject of the value of Public schools in education is controversial. This fact has been recognised by the Secondary Education Commission in its Report¹. The controversy is of both a theoretical and a practical importance. Apart from the fact that these schools entail huge expenditure, their existence and the acceptance of their utility are indicative of a definite policy. It is therefore worth examining this question more closely.

The case for Public schools has been argued by many educationists. The main arguments for their continuation have been two: their ability (i) to build "essential traits of character, including qualities of leadership" and (ii) "to act as a 'pilot project' for raising the level of Secondary education".² It is argued that their existence has justified itself in the quality of citizens these schools have produced and that they have a great role to play in improving our Secondary education.

But there is another side to this question. Our Constitution affirms that all children of the country will be given a free and equal opportunity to

be educated. Public schools cannot achieve this ideal, for they are a special type of school where only the rich can afford to educate their children. Their class character is quite evident from the high cost a pupil has to bear for his or her education in these schools. The Secondary Education Commission has made the recommendation that, "So far as the financing of these schools is concerned, we are of opinion that Public schools should depend less and less on grants made by the Centre or the States concerned."⁴ In other words, they should be self-sufficient, which is possible only when high fees are charged. And high fees can be paid only by the rich and the privileged. So, ultimately, these schools will educate only the children of the rich." Even the Commission has admitted that they are expensive schools, largely meant for the richer classes.

Since Public schools tend to create a class system in education, they are undemocratic and anti-national. In England, these schools were originally started for the children of the nobility. Their purpose was to draw a sharp line between the feudal over-

lords and their subjects. Later, the British introduced this type of school in India, evidently with the idea of creating a similar chasm between the bureaucracy of the country and the masses. These schools have no relation to the realities of life and society. The type of education given here makes the pupil selfish, self-centred and indifferent to his community. Moreover, since these schools are meant for the intelligentsia and the higher strata of society, they offset such national schemes of education, as Basic education, Social education, etc. Compared to these schools, Basic schools are but schools for the poor. Only those children who cannot afford to get admission to Public schools or other types of costly schools enrol themselves in Basic schools, with the result that Basic schools have virtually come to be regarded as schools for the masses. Even those persons who pay lip-service to Basic education send their sons and daughters to Public schools. This shows the apparent contradiction existing in Secondary education.

Public schools are a national waste, not only in terms of money, but also in terms of return, for the figures available⁵ show that despite large grants, examination results are sometimes very poor.

The plea is often advanced that these schools should continue to exist because they help to form character. This claim, the strongest basis of their support, is ill-founded. The facts are, indeed, just the reverse. Even John Sargent has admitted that the product of these schools is "limited in its intellectual range, narrow in its sympathies and arrogant in its assumptions."⁶ These schools have a cramping effect on the

child's personality. Indian Public schools are a mere copy of the English system. In Britain, people have raised their voices from time to time against the demoralising effect of such schools. In addition to the severe criticisms of such schools by writers like Bernard Shaw, H. G. Wells and Somerset Maugham, the teachers and students of such schools have expressed themselves frankly on this subject. Lack of space does not permit a detailed list of those opinions, but Charles Gray, who was a student of Charterhouse, characterised such schools as "intolerant and ineffective, full of convention and unthinking conservatism."⁷ Robert Graves felt that what was called the "public school spirit" was "fundamental badness".⁸ To James Wallard, "the English Public school boy is the result of a non-functional, non-democratic education at its worst." Such boys become men "who can speak in a certain superior manner, dress with that passionless formality which so impresses the outside world, and generally conduct themselves with that formidable aloofness which, together with boiled shirts upholds the Empire in the most remote corners of the world." Moreover, he felt that education in these schools is a "system of organised cruelty which effectively atrophies any emotion or humanity the newcomer may have brought with him."⁹ Public schools develop a bureaucratic and imperialistic character in their students. "It supplied the personnel of administration both at home and abroad."¹⁰ "In England Public school boys are physically better developed and practically more incompetent than other boys."¹¹

It is often suggested that Public schools can be reformed by throwing them open to the common people.

thereby making them truly public. This is proposed to be done by introducing scholarships for deserving poor students. Conceding that this system has its merits, the question arises: Can any system reform these schools? For, a few poor children who go to these schools at State expense will only become a part of the class of high-born children. The class bias will remain. "Some wish to 'incorporate' them into the State system, others to 'extend their benefits to the whole community', others yet, to 'infuse the public school spirit' into the educa-

tional system.....As for the spirit of the Public schools, democracy can have no truck with it: the spirit of exclusiveness, of contempt for the masses....."¹²

No remedy suggested from time to time by various persons can reform these schools. They are a slur on our educational system and a mockery of our national Basic education scheme. The only remedy, therefore, is to abolish them.

Udai Pareek

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²Ibid, pp. 20.

³Kabir, Humayun: The Role of Public Schools. Education Quarterly, March 1954, pp. 4.

⁴Report, Ibid pp. 51.

⁵"Education in Public Schools in India"—Publication of the Ministry of Education, New Delhi.

⁶Report, Ibid pp. 50.

⁷Mack, E.C.P. Public schools and British Opinion since 1860. Columbia University Press, 1941. pp. 335.

⁸Ibid, pp. 409.

⁹Ibid, pp. 450-51.

¹⁰Calder-Marshall, A.: A Challenge to Schools. Hogarth Press, London, 1935, pp.29.

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¹²Morris, Max: Your Children's Future. Lawrence and Wishart, London, 1953, pp.76.

Roundup of Activities

Ministry of Education

University Grants Commission

Consequent on the death of Dr. S. S. Bhatnagar, Shri Humayun Kabir, Secretary and Educational Adviser to the Government of India in the Ministry of Education, has been appointed to act as Chairman of the University Grants Commission, in addition to his own duties with effect from the 10th January, 1955.

The University Grants Commission has implemented the following schemes for raising the salary scales of certain categories of professors and lecturers in Indian universities, subject to fulfilment of certain conditions:

- (a) Professors 800-40-1000-50-1250
- (b) Lecturers 250-25-500.

The Government of India have placed at the disposal of the University Grants Commission up to the 15th January 1955, a sum of Rs. 70,77,585-14-3 for disbursement of grants to universities during 1954-55. This does not include amounts placed at the disposal of the Commission for grants to universities for Scientific and Technical education.

Free Education for Scheduled Castes Students

The Government of Delhi has agreed in principle to the scheme for the exemption of Scheduled Castes students from tuition fees at the Delhi University and Delhi Colleges.

Scheme for the Encouragement of Popular Literature

Out of the 35 books for neo-literates awarded prizes in the various languages, a further selection of five prize books was made and additional awards of Rs. 500 each, were announced on the 26th January, 1955. The translations of these five books in various regional languages will be purchased by the Ministry for distribution in Community Project Areas. The closing

date for the receipt of books for the second competition is the 30th April, 1955.

Scheme for the Production of Children's Literature

Awards for children's books in various regional languages were announced on the 15th January, 1955. Fifteen prizes of Rs. 500 each were given to authors of these books that were in Bengali, Hindi, Malayalam, Oriya, Tamil, Telugu and Urdu. The Ministry proposes to purchase 2,000 copies of each of these 15 books along with three others—one in Assamese and two in Hindi—for distribution in the language areas concerned. The last date of entry for the next prize competition is the 31st July 1955. Some prizes in this competition have been reserved exclusively for the best books for children of the lower age group (three-ten years).

Five-Year Plan of Educational Development

Scheme No. 1

Under this scheme a sum of Rs. 44,81,633 has been sanctioned to various State Governments up to the 31st December, 1954. The amount sanctioned during 1953-54 was Rs. 25,80,917.

Scheme No. 3(b) Production of Literature for Children and Adults

Under this scheme a sum of Rs. 93,384 has been sanctioned to the various State Governments up to the 31st December, 1954.

Scheme No. 4 Grants to States, Voluntary Bodies etc. for Cultural and Educational Improvements and Experiments

Under this scheme a sum of Rs. 44,55,031 has been sanctioned to the various State Governments up to the 31st December, 1954.

Scheme No. 6

Grants to Voluntary organisations, amounting to Rs. 6,89,389 for the development of educational and cultural activities have been sanctioned to 15 institutions up to December, 1954.

Scheme to Relieve Educated Unemployment

Under the scheme a sum of Rs. 4,46,11,214 has been sanctioned to various State Governments as the Centre's share up to the 31st December, 1954. This involves the employment of 28,880 teachers and 1,808 Social education workers sanctioned during 1953-54 and 32,732 teachers and 260 Social education workers during the period March-December 1954.

Secondary Education

An All-India Council for Secondary Education is being set up to consider various problems pertaining to Secondary education. Grants totalling Rs. 1.91 crores have been sanctioned in favour of 12 States for the establishment of multi-purpose schools.

At the Conference of Vice-Chancellors and Chairmen of Boards of Secondary Education held on the 8th January, 1955, it was recommended that there should be a Higher Secondary school course continued up to the age of 17 plus, followed by a three-year integrated course leading to the Bachelor's degree. The Conference was of the view that the change-over to the new pattern should be completed by 1961.

Central Advisory Board of Education

The 22nd Annual meeting of the Board was held at New Delhi from the 12th to the 14th January, 1955 and the usual informal meeting of the Ds. P.I./Ds. E on the 10th January 1955.

Central Bureau of Textbook Research

About 100 textbooks at the school level in each of the four subjects, namely, History, Geography, Hindi and Science, have been analysed. Information on syllabuses, textbooks prescribed, machinery for the production, selection and supply of the textbooks, has been collected from a number of States and is now under examination. To assist the Bureau in its work, arrangements have been made to obtain the services of a foreign expert from Unesco.

Educational and Vocational Guidance Bureau

The Punjab Government's proposal to set up an Educational and Vocational Guidance

Bureau has been approved and a sum of Rs. 16,694 has been sanctioned to the State for the year 1954-55.

The Central Bureau at Delhi is making arrangements to convene a conference of persons of recognised standing in the field for drawing up a programme of research work and suggesting specific research projects of both long-range and immediate application in the sphere of educational and vocational guidance at the Secondary school level. The Conference will also explore the possibilities of decentralised and coordinated investigations.

Ford Foundation Projects

(i) Seminars on the improvement of Secondary education.—A Seminar of Principals of Training Colleges was held at Hyderabad in November-December, 1954 to draw up a programme for extension services in Teacher Training colleges. A 'Workshopers' Seminar' of 40 participants from the four Workshops held in 1954 was held at New Delhi from the 3rd to the 14th January, 1955.

(ii) Rural Higher Education Committee.—The Committee has completed its two-month tour and submitted a report for consideration.

Merit Scholarships in Public Schools

From the 4,000 applicants for the current year's awards, the Central Selection Committee selected 65 candidates, 39 (including 11 belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes) for the Government of India Merit Scholarships, and 26 (including eight belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes) for the scholarships instituted by certain Public schools.

A provision of Rs. 3.6 lakhs has been made for the scheme in the budget estimates for 1955-56.

Research Scholarships in Humanities

Of the 51 candidates selected for scholarships this year, nine have declined the offer, 36 candidates have started on their approved courses of research, and the remaining six candidates are expected to join shortly.

A provision of Rs. 3.6 lakhs has been made in the budget estimates for 1955-56.

Scientific Terminology in Hindi

The finalised lists pertaining to five science subjects, viz., Physics, Chemistry, Botany, Mathematics and Social Sciences

up to the Secondary stage, are in press. Provisional lists have been printed in five more subjects, namely Transport, Defence, Railways, Posts and Telegraphs and Agriculture.

Propagation of Hindi

(i) The Hindi Shiksha Samiti has been reconstituted. It now consists of 24 members including representatives from all non-Hindi speaking States, two from Parliament and a few from Hindi States and important Hindi organisations.

(ii) A grant of Rs. 30,000 has been sanctioned to the Dakshin Bharat Hindi Prachar Sabha, Madras, for the propagation of Hindi in the South.

(iii) In connection with the scheme of awarding prizes for the best Hindi books, prizes worth Rs. 31,000 have been announced for the next competition. The last date of entry is the 15th February, 1955.

(iv) 299 candidates passed the Hindi Prabodh examination in November, 1954.

(v) In connection with the work of preparing a dictionary of words common to Hindi and other Indian regional languages, lists of words from all the regional languages, except Gujrati, have been prepared.

(vi) Grants to the extent of Rs. 2,75,460 have been sanctioned to the State Governments for their schemes for the promotion of Hindi under the Five-Year Plan.

(vii) Two committees, one for Hindi shorthand and the other for Hindi Type-writer and Teleprinter keyboards have been set up.

(viii) The library attached to the Hindi Section has now a collection of more than 4,500 books and subscribes to about 60 periodicals.

YOUTH WELFARE

Youth Camps and Labour Service by Students

The Committee on Youth Camps and Labour Service by Students met on the 26th November, 1954. Among other matters, it decided upon the establishment of an Organiser's Training Centre by the Bharat Sewak Samaj. It also granted ex post facto sanction to the camps organised by State Governments, universities and voluntary organisations.

During this period a sum of Rs. 7,53,572 has been sanctioned for conducting 168 camps in different parts of the country in

which about 20,666 students have rendered manual labour on projects of national utility. Thus, a grand total of Rs. 19,33,684 has been disbursed for 407 camps of about 34,000 participants since the inception of the scheme about nine months ago. These camps included:

(a) Ten girls' camps in which about 600 girls participated and undertook sanitation work, literacy campaigns, sewing and stitching, construction of parks and kitchen gardens, first aid and home nursing in the rural areas and

(b) Seven Organisers' Training Camps in which about 630 students received training in the management and administration of camps.

Work Projects

During the period under report a sum of Rs. 2,80,639 has been paid to five universities and one State Government for the construction of 13 swimming pools and 11 open-air theatres in and around the university and college campuses.

Sports Organisations

The first meeting of the Indian Council of Sports took place on the 27th November, 1954. At this meeting a standing committee of seven members was appointed to serve as the executive body of the Council.

Physical Education and Recreation

The second meeting of the Central Advisory Board of Physical Education and Recreation was held on the 23rd/24th December, 1954, mainly to consider the report of the sub-committee of Physical education. The Board set up two sub-committees, one for laying down 'Norms of Physical Fitness for Boys and Girls' and the second for drawing up a syllabus of Physical education for Primary and Secondary schools. During the current financial year a sum of Rs. 54,563 has been sanctioned for this scheme.

Bharat Scouts and Guides

The All-India Organisation of Bharat Scouts and Guides has framed a programme of expansion of its activities. A grant of Rs. 32,500 has been sanctioned for the organisational expenses of Bharat Scouts during the current financial year.

Youth Leadership Training Camps

To build up right leadership, the Ministry of Education have organised a Youth

Leadership Training Camp in Ooty from the 31st January, 1955 in which selected members of the staff from the universities of Andhra, Annamalai, Mysore, and Travancore have participated. A sum of Rs. 14,000 has been sanctioned for this camp.

Dramatic Camp

A dramatic camp, the first of its kind was organised by the Ministry in June, 1954 at Andretta (Kangra Valley) to encourage artistic talent among students.

The second dramatic camp of a similar character is proposed to be held at Simla Hills in March 1955. The universities of Baroda, Bombay, Gujarat, Jammu and Kashmir, Nagpur, the Punjab, Rajputana, Saugor, and S.N.D.T. Women's, Bombay, have been invited to send their trainees.

Youth Tours, Mountaineering and Youth Hostels

A grant of Rs. 5,000 has been paid to the Himalayan Society for the popularisation of mountaineering in the country. The Government have further sanctioned a grant of Rs. 8,000 to the Youth Hostels Association and a sum of Rs. 45,000 to the West Bengal Government for the construction of three Youth Hostels in Bengal.

Audio-Visual Aids

The Audio-Visual Section arranged the screening of film shows for children at the Children's Carnival in November, and at the International Children's Art Exhibition in December, 1954 for a period of one and a half weeks respectively.

In accordance with the recommendations of the National Board for Audio-Visual Education in India, information regarding a second list of select films, that in the opinion of this Ministry merit inclusion in the State film libraries, has been sent to State Governments, Ds.P.I. and other interested bodies.

ANTHROPOLOGY

The important activities of the Department during the period under review were:

In connection with the scheme of 'Growth and Maturity of Indian Children', anthropometric and radiographic studies were carried out on children residing at Barsha and Sarsuna of 24-Pargana District, West Bengal.

The Social Anthropology and Psychology Section arranged a course of 34 lectures on

different items of their fields to nurses that are under training at the All-India Institute of Hygiene and Public Health.

The Linguistic Section continued to analyse the Padam Abor speech and to interpret the Abor ritual texts. Technical terms in different branches of Anthropology have also been collected with a view to translating them into Hindi, Bengali, Tamil and Urdu.

334 books, 506 periodicals and 20 maps were added to the library.

ARCHAEOLOGY

Conservation Circles: Mid-Eastern Circle, Patna

Conservation works in respect of the protected monuments at Maner and Kumrahar in Bihar and the minaret of Dharara Mosque at Banaras in Uttar Pradesh were completed.

South Eastern Circle, Visakhapatnam

Exploration of monuments.—New monuments of the Buddhist period have been explored at Yegumalli, Gopalapatnam, Pulaparti, Lingarajupalem and Nelakota during the period under review. Arrangements for getting them protected will be made in due course.

NORTHERN CIRCLE, AGRA

Fatehpur Sikri, District Agra

A start has been made to restore the missing piece of mother-o-pearl on the baldachin over the grave of Sheikh Chishti.

Taj Mahal

The work of repairs to the facade of the Taj Mahal is progressing satisfactorily.

WESTERN CIRCLE, BARODA

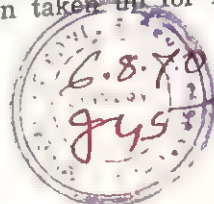
Rajasthan

Special repairs to Rana Kumbha's Palace Complex and Nawalakha Bhandar at Chittorgarh were resumed.

Southern Circle, Madras

Work on the Brihadisvara Temple at Gangaikondacholapuram (Tiruchirapalli District), built by Rajendra, has been taken up in continuation of the previous year's work, and the clearance of the peripheral cloister has been completed.

The Fort and Citadel at Tirumayyam (Pudukkottai, Tiruchirapalli District) has been taken up for repairs.



The Vaidyesvara temple at Talakad (Mysore District), the ancient Ganga capital, that is threatened by high sand banks on two sides, has suffered badly owing to the collapse of the compound wall adjoining the high sand banks. First aid measures have been taken up.

EXPLORATION

Saurashtra

Exploration of more proto-historic sites in Saurashtra was taken up in November 1954, and six more sites with Harappa affinity were located. Around Rangpur three smaller sites have been discovered at Samadhiala, Kedia and Chachiana.

A large mound known as "Lothal Tehra" at Lakshmipara near Dholka, District Ahmedabad, discovered during the present exploration tour has vast potentialities. Besides Harappa pottery, chert blades, sling balls and beads have been found from the mound. This seems to have been a small township or a large village unlike other small village settlements near Jamnagar and Rangpur. In the north-east part of Saurashtra, no proto-historic site was found and it appears that the Harappa folk followed a sea route to come to Saurashtra. They must have landed at old ports like Bedi Bandar and Dholera and followed up the courses of rivers joining the sea nearby.

Indian Museum, Calcutta

A unique image of Vishnu as Kurma on black basalt belonging to the late Pala period of Bengal has been acquired for this Museum by presentation from Mahanad in Hooghly, West Bengal.

As many as thirty-four (34) coins of the Mughal period have been added to the collection of the Museum during the period under review.

National Museum, New Delhi

During the quarter ending December, 1954, the main activities of the Museum Branch were as follows:

(i) An assortment of Buddhist sculptures numbering about 300 was collected from various museums for the Exhibition of Buddhist Art held in Rangoon (Burma) on the occasion of the World Buddhist Conference.

(ii) The Museum at Hampi, only recently started, has acquired about 300 sculpture pieces from the neighbouring ancient sites.

(iii) Fort Museum, Madras.—Some fresh coloured prints have been acquired. A short illustrated pamphlet on the Fort St. George Museum, in Tamil and English has been prepared.

NATIONAL ARCHIVES

Indian Historical Records Commission

The Literary Sub-Committee of the Indian Historical Records Commission completed the scrutiny of the papers to be read at the 31st Session of the Commission. Part I of the Indian Historical Records Commission Proceedings Vol. XXX was sent for publication.

The most significant acquisitions during the quarter under review were 57 boxes of records of the late Central India States Agency, 15 bundles of records of the Office of the Salt Commissioner and 39 reels of microfilm copies of selected items from Additional Manuscripts and Egerton Collection. Certain Persian manuscripts of historical importance were also acquired by purchase from private parties. About 400 books and periodicals were added to the Library. A sum of 2,500 dollars has been allotted to the National Archives of India Library under the Wheat Loan Programme.

The applications received for the one-year and three-month training courses were carefully examined and 14 candidates were selected for each of the courses commencing in January 1955.

Printing of Vols. I, II and XVII of *Fort William—India House Correspondence*, made steady progress. Vol. VIII, No. 1 of *The Indian Archives* was issued during the quarter under review. One pamphlet entitled "Progress of Education (Higher)" was published.

National Library, Calcutta.

The main activities during the quarter were:

(i) Mr. Edward Carter, Head of the Libraries Division, Unesco, paid a visit to the library.

(ii) The United Nations Photography Exhibition, sponsored by the U.N. Headquarters at Delhi, was organised at the library.

(iii) The library cooperated with the Sahitya Akadami for its retrospective National Bibliography by compiling the sections on English, Sanskrit and Oriya publications. The scheme of cataloguing

for this Bibliography was drawn up by the Librarian who is acting as the technical adviser for this project.

(iv) The Films Division of the Ministry of Information and Broadcasting in charge of Documentaries worked at this library for about three weeks during December.

(v) Volume VI (N.O.P.) of the printed Author Catalogue was published during this quarter.

Cultural Activities

A sum of Rs. 3.5 lakhs was sanctioned to meet the expenses of the Chinese Cultural Delegation that visited India in December.

An exhibition of 'Indian Art through the Ages' organised by Shri Subho Tagore, great nephew of Rabindra Nath Tagore, taken by him to certain Middle-East and European countries, was sponsored by the Government of India and paid travelling and freight expenses to a maximum of Rs. 50,000.

A sum of Rs. 30,000 has been issued for the deputation of the staff from India in connection with an exhibition of Buddhist art to be organised in Rangoon.

A sum of Rs. 3,500 has been sanctioned for an Exhibition of Arts from Schools in India, Pakistan and Ceylon, to be held in London.

A sum of 100 dollars has been sanctioned for printing a catalogue of Shri Satish Gujral's paintings as well as for displaying his paintings at New York.

Expenditure not exceeding Rs. 20,000 has been sanctioned for the transportation of dolls from foreign countries and also for meeting the cost of purchase of dolls wherever this may be necessary, in connection with the International Exhibition of Dolls to be held at Delhi.

Books of the total value of Rs. 4,100/4 as were presented to nine educational institutions outside India.

Under the scheme of financial assistance to persons distinguished in arts, letters and such other walks of life who may be in indigent circumstances, 28 persons were granted a monthly allowance, the amount in each case being determined by the individual's need.

A nation-wide essay contest was held on the 7th August, 1954 at the various centres fixed by the State governments and the universities to select a student delegate for the 9th New York Herald Tribune Forum,

Miss Usha Thadani, a student of the Loreto College, Calcutta. University, Calcutta was selected to represent India at the Forum.

At the invitation of the Ministry of Education, Indonesia, the Government of India sent a delegate to attend the Indonesian Language Congress held at Medan, North Sumatra (Indonesia) from the 28th October 1954 to the 2nd November 1954. The delegate addressed the Congress on the development and progress of Hindi.

Dr. I. S. Turner, Principal, Sydney Teachers' Training College, Sydney, Australia, visited India for about a fortnight in October, 1954. He came on a scholarship from Carnegie Corporation in New York to visit institutes of specialised and higher training in India.

Scholarships to Young Workers in Different Cultural Fields

On the recommendations of the Selection Committee, the Government of India awarded scholarships to 49 candidates under the scheme. A provision of Rs. 3.50 lakhs has been made in the budget estimate for 1955-56.

Regional Conference on Free and Compulsory Education in Arab-speaking Countries—Invitation from Egypt

The Government of Egypt organised in cooperation with Unesco, a Regional Conference on Free and Compulsory Education in Arab-speaking countries, in Cairo, from the 29th December, 1954, to the 11th January, 1955, to study all aspect of Free and Compulsory education in each State and make recommendations. On the invitation of the Government of Egypt, the Government of India deputed Dr. N. S. Junankar to attend the Conference, as an Observer from India.

Executive Board of the Indian National Commission

The Fourth meeting of the Executive Board of the Indian National Commission, and a Joint meeting of the Board and the Indian Delegation to the Eighth General Conference of Unesco, were held in New Delhi on the 27th September, 1954. The meetings considered the budget and programme of Unesco for 1955 and 1956.

Unesco Symposium on Wind and Solar Energy in the Arid Zone

A Symposium on Wind and Solar Energy in the Arid Zone in South Asia was held at New Delhi from the 22nd to the 26th

October, 1954. It was organised on behalf of the Government of India by the National Institute of Science in conjunction with Unesco.

Unesco invited delegates from Australia, Denmark, France, Germany, Netherlands, South Africa, the U.K., and the U.S.A., while the Government of India invited participants from the Middle East, other Asian countries and from within India.

Unesco Expert for Microfilming Ajanta Paintings

The Government of India entered into a contract with Unesco for the services of Mr. David De Harport of the Peabody Museum, New York, as an expert for micro-filming Ajanta Paintings. Dr. Harport has arrived in India.

Translation of Unesco Publications—Financial Assistance from Unesco to the Indian National Commission for Unesco

The Indian National Commission for co-operation with Unesco has entered into a contract with Unesco for translating into Hindi, the following Unesco Publications:

Humanism and Education in East and West;

The Influence of Home and Community on Children under Thirteen Years of age; and

The Education and Training of Teachers.

Unesco has agreed to make available a sum of Rs. 8,550 (\$1,800) to the Indian National Commission for Unesco for this purpose.

International Centre for Research on Social Problems of Industrialisation in Asia

As a sequel to a recommendation of the First Conference of the Indian National Commission, Unesco has included in the higher budgetary level of their draft programme for 1955 and 1956, a proposal for the establishment in India of an International Centre for Research on Social Problems of Industrialisation in Asia. The Organisation hopes to establish the Centre in 1956. The Centre would deal with problems of economic development with special reference to the social impact of industrialisation.

Unesco's "Fundamental and Adult Education Bulletin"—Material on India

With a view to making their Fundamental and Adult Education Bulletin geographically more representative, Unesco have sought the Commission's assistance with regard to the following:

- (i) List of six topics for articles to be included in the 1955 issues of the Bulletin.
- (ii) Names of competent Indian authors to prepare these articles.
- (iii) Prepared material, especially for April, 1955 Issue (of upto 3,000 words).

Appointment of a National Committee of the International Association of Plastic Arts, (Paris) in India

The Lalit Kala Akadami (National Academy of Art), New Delhi, has agreed to be considered as the National Committee in India of the International Association of Plastic Arts, Paris.

Exhibition of Foreign Textbooks in English at Djakarta (Indonesia) in November, 1954

In response to a request received from the Indonesian National Commission for Unesco and the Indian Embassy, Djakarta (Indonesia), 134 educational textbooks and other books were sent to Indonesia, for presentation in connection with the Exhibition of Foreign Textbooks in English, organised by the Indonesian Ministry of Education and the Indonesian National Commission for Unesco at Djakarta (Indonesia) in November, 1954.

Unesco Questionnaires

Unesco have sent questionnaires on (a) System of financing education in India (b) Statistics of public expenditure on education in India and (c) Teaching of art in Primary and Secondary schools in India. The questionnaires are designed to collect detailed information in connection with the preparation of a report to be presented at the 18th International Conference on Public Education to be held at Geneva, in 1955.

Unesco Enquiry on Broadening of Programmes for the Teaching of the Humanities

In pursuance of the suggestion made by the Symposium held in December, 1951, at New Delhi on the 'Concept of Mar. and Philosophy of Education in East and West', and with a view to bringing about closer

understanding between peoples of different cultures, Unesco has undertaken an enquiry into the possibilities of broadening the teaching of 'the Humanities' or 'General culture' in Secondary studies and the early stages of Higher studies so as to provide a fuller conception of the contributions made by the great civilisations of other cultural regions of the world.

In the enquiry Unesco has also sought pertinent information on experiments which may have been undertaken in India with a view to placing the teaching of general culture on a broader basis. Information is being collected.

Request from the Philippines National Commission for Unesco

The Philippines National Commission for Unesco has asked for information relating to General education at the Secondary and Collegiate levels in Indian educational institutions. On the basis of this information, the Philippines National Commission wants to make suggestions for the improvement of general education in the Secondary and Collegiate institutions in the Philippines. Information is being compiled.

Educational Information

During the period 179 visitors sought information on various educational topics. 506 enquiries (India) and 660 enquiries (overseas) were attended to.

Collection of information on the following topics is in progress:

- (i) Facilities for study in Textile Chemistry in Germany.
- (ii) Facilities for training in Customs and Excise Rules Abroad.
- (iii) Facilities for study of Hydrographic Survey in the U.K. and the U.S.A.
- (iv) Literary Societies in India.
- (v) Historical Societies and Associations in India.
- (vi) Anthropological Societies in India.
- (vii) Institutions/Associations/Societies/Organisations in India engaged in political and international affairs.
- (viii) Universities in India which recognise the 'Prabhakar (Honours Hindi) Examination of the Central Board of Secondary Education, Ajmer.

- (iv) Information regarding Examination of the Institute of Chartered Accountant of India and the Institute of Cost and Works Accountancy in India.

Information on the following has been compiled:

- (i) Facilities for study in Indian Languages in Indian Universities.
- (ii) Facilities for study in Radio Engineering and Television in the U.K.
- (iii) Facilities for study in Internal Combustion and Diesel Engineering in Australia, Germany, and the U.S.A.
- (iv) Names of Professors, Readers and Lecturers in Arabic, Persian and Urdu in Indian Universities.

Information regarding facilities for advanced study in Business Administration and Industrial Management in the United Kingdom has been revised.

Central Educational Library

A bibliography of books in Hindi for neoliterates consisting of about 1,200 entries has been compiled.

Eight selected bibliographies on educational topics were prepared. 1,079 books were added to various sections of the library and 2,513 books were issued to members and officers.

Central Secretariat Library

305 new members were registered, bringing the total number of registered borrowers to 3,750 during this quarter. The reservation system has been introduced in order to make available in time the books in circulation.

During this quarter 2,000 U.S. Government publications were received in this library. These were listed and then distributed to members.

About 1,700 books and official publications were added to this library.

Publications

The following have appeared during the last three months:

Proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education.

Report of the Kher Committee on the Relationship between State Governments and Local Bodies in the Administration of Primary Education—price Rs. 4-0-0.

Presidential Address at the 29th Meeting of the Indian Philosophical Congress, by Humayun Kabir.

Annual Report of the Ministry of Education, 1954-55 (Hindi and English editions).

Summary—Annual Report 1954-55. Blind Welfare in the United Kingdom. by Lal Advani—Rs. 1-10-0.

A folder entitled Assistance to Voluntary Educational Organisations under the Five Year Plan'.

The Publications Section organised an exhibition of its publications and opened a stall for sale at Parliament House, New Delhi, during the meetings of the Ds.P.I., Vice-Chancellors of universities and members of the C.A.B.E., held in January, 1955.

From the 15th November, 1954 to the 15th February, 1955, 5,108 publications were sold for a cash return of Rs. 3,852-15-6.

Forthcoming publications of the Ministry are:

Proceedings of the Sixth, Seventh and Eighth Meetings of the All-India Council for Technical Education.

Handbook for Indian Students, Volume II.

A Bibliography for Neo-literates (in Hindi).

The Five Year Plan—A Brief Review of Progress.

Provisional Lists of Technical Terms in Hindi—Defence (Air Force, Drill and Parade; Navy, Daily Winter Routine), Defence (General Army Terms), Transport and Zoology.

Final Lists of Technical Terms for Secondary Schools in Mathematics, Physics, Chemistry, Botany and Social Sciences.

Teachers' Handbook of Social Education (Third edition).

Scholarships for Scheduled Castes, Scheduled Tribes, and Other Backward Classes (Reprint).

Educational Statistics

The collection of statistics from various agencies for the year 1954-55 is in progress.

The following publications have appeared during the period:

- (i) Education in India, 1949-50—Vol. II
- (ii) Education in India, 1950-51—Vol. I and II.
- (iii) Education in the States of the Indian Union, 1951-52.

The publication 'Education in India, 1951-52' Vols. I and II is under preparation and is expected to appear shortly.

It has been decided to organise the 'Fifth In-Service Training Course in Educational Statistics' from the 28th March to the 2nd May 1955.

Fifty-three major statistical enquiries were attended to during the period November 1954—January 1955.

Modified Overseas Scholarships Scheme

Twenty-five scholars were selected under this scheme for 1954-55. Selection of candidates for the 1955-56 awards is being made.

Central State Scholarships Scheme

All three candidates awarded scholarships under the scheme for 1954-55 have gone for studies abroad. The selection of candidates for five scholarships to be awarded under the scheme for 1955-56, is being made.

British Council Scholarships, 1955-56

Screening of the candidates for the award of six scholarships offered by the Council for 1955-56 has been done.

Science Research Scholarship of the London Exhibition of 1851 and Rutherford Scholarship of the Royal Society, 1955-56

Applications for the above scholarships were invited from the State Governments, Indian universities etc. by the 20th December, 1954. Selection for the awards will be made shortly.

Brush Aboe Group Commonwealth Scholarship, 1955

The Brush Aboe Group Companies, England, have offered one scholarship, tenable for two years, to an Indian student for training in mechanical and electrical engineering in the U.K. Only those who have obtained a first class in mechanical and electrical engineering are eligible for the award. The offer is under consideration.

Federation of British Industries Scholarships, 1954-55

Out of the nine candidates recommended to the Federation of British Industries against their offer of six scholarships for 1954-55, the placement of two candidates in British Industries has been arranged. The placement of the remaining four candidates is awaited.

London University Institute of Education Fellowships, 1955-56

Applications have been invited up to the 10th February, 1955 for two fellowships offered by the Institute to Indian nationals for 1955-56.

National Research Council of Canada Post-Doctorate Fellowships, 1955-56

The offer has been published and notified to all State governments, Indian universities and Central Ministries. Applications are to be sent direct to the Awards Officer, National Research Council, Ottawa, Canada, to reach him not later than the 15th February, 1955.

Scholarships to Students of South and South-East Asian Countries for Studies in India (Colombo Plan), 1955-56

The governments of Nepal and Indonesia have so far sent their requirements for 50 and 17 seats respectively, for placement in the educational institutions of India. Necessary steps to secure the seats have been taken.

Point Four Programme, 1954-55

Out of the six candidates recommended for training in the U.S.A. under the above scheme, three have proceeded to the U.S.A.

General Cultural Scholarships Scheme

Out of the 100 fresh scholarships to be awarded under the scheme for 1955-56, selection of 74 candidates has been made. Selection for the remaining scholarships will be made shortly. A provision of Rs. 7,25,000 has been made for the scheme in the budget estimates for 1955-56.

Scheme for the Award of Scholarships to Foreign Students for Vocational Training in India, 1954-55

Out of 25 scholarships to be awarded under the scheme to students from Africa, Mauritius, British West Indies and Fiji, 18 candidates have so far been selected. Admissions for the selected candidates are being arranged for the academic year 1955-56.

Educational Facilities to African Students under Freeships offered by Universities/State Governments

Eleven State Governments and 19 universities have been granted freeships, exemptions from tuition and examination fees and in some cases stipends, to enable African students to meet part of their expenses during their stay in India.

U.N. Social Welfare Fellowships and Scholarships Programme, 1955

The Government of India's recommendations for the four awards, tentatively offered by the U.N.O. for 1955, have been sent U.N.O's. final decision is awaited.

Government of India's Reciprocal Scholarships Scheme, 1954-55

So far 16 scholars, awarded scholarships under the scheme, have arrived in India and joined their respective universities/institutions.

Government of India's scheme for the grant of Scholarships for Specialisation in Foreign Languages Abroad, 1954-55

Thirteen candidates have been awarded scholarships under the scheme for specialisation in various foreign languages abroad.

Unesco Technical Assistance Fellowships and Scholarships Programme

Out of the four awards by Unesco for 1953 for training abroad of nominees of certain Research Stations/Centres/Institutes, working on specific projects, one candidate has returned to India after completing his studies. Two candidates have left for studies abroad and the scholarship of the remaining candidate has been deferred by Unesco to March, 1955.

Three scholarships (including one covering an extension for the second year of a scholar selected under the 1953 Programme) were offered by Unesco in 1954 for the nominees of the Indian Institute of Technology, Kharagpur. The Government of India's recommendations for two fresh scholarships have been approved by Unesco.

Unesco Fellowship in Librarianship, 1954

The selected candidate Shri M. M. L. Tandon, Head of Social (Fundamental) Education Department of the Delhi Public Library, has left for studies abroad.

Egyptian Government Scholarship, 1954-55

The name of the candidate selected for the above award has been communicated to the Egyptian Government.

Norwegian Government Scholarship, 1954-55

At the request of the candidate selected for the award of the above scholarship, the Government of Norway have agreed to the deferment of the award till March/April, 1955.

Italian Government Scholarship, 1954-55

All the three candidates awarded scholarships offered by the Italian Government for 1954-55, have gone to Italy.

The Elin Wagner Foundation, Sweden, Scholarship, 1954

The offer of a scholarship for 1954-55 was publicised and notified to all Indian universities. The applications were to be sent direct to the Secretary, Mrs. Ingrid Grade Widemar (Lawyer), Stockholm, Sweden, by the 31st December, 1954.

Practical Training Facilities in Austria

An offer of 27 places for practical training of Indian nationals in Austria has been received from the Government of Austria. Applications have been invited up to the 15th February, 1955.

Indo-German Industrial Cooperation Scheme, 1954-55

80 scholarships for practical training in West German industries and 15 scholarships for post-graduate studies in German universities/institutions were offered. Selection for 50 scholarships for practical training and 15 scholarships for post-graduate studies have been made. Applications for the remaining 30 scholarships for practical training have been invited up to the 28th February, 1955.

Fellowships to German Nationals

Under the Indo-German Industrial Cooperation Scheme 1954-55, the Government of India have awarded ten Fellowships to German nationals for study in India.

'Ad Hoc' Scholarships by West Germany, 1955

The German Federal Government have offered four scholarships to Indian nationals for post-graduate/doctorate studies in West German universities chosen by the candidates themselves. The offer is under consideration.

Government of India Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes

Scholarships for Post-matriculation Studies in India

The distribution of the current year's scholarships, amongst the three groups is as under:

Community	Number of scholarships awarded
Scheduled Castes	10,591
Scheduled Tribes	2,542
Other Backward Classes	7,942
Total	21,075

Overseas Scholarships

Out of the six candidates selected for the award of overseas scholarships for 1954-55, one candidate could not go in 1954. He now proposes to join the session commencing October 1955.

The Union Public Service Commission was made responsible for the selection of candidates for the 12 overseas scholarships sanctioned for 1955-56. The Commission have recommended three Scheduled Castes, four Scheduled Tribes and five other Backward Classes candidates for the award of the scholarships.

Passage Grants

Four candidates belonging to the Backward Classes were sanctioned passage grants during 1954-55, to avail themselves of scholarships for studies in the United States of America.

All-India Council for Technical Education

The ninth meeting of the All-India Council for Technical Education was held on the 30th October, 1954. The important decisions/recommendations made by the Council are:

(i) The Council appointed a Special Committee to formulate detailed proposals for the development of Technical education under the second Five-Year Plan;

(ii) The Council, on the recommendations of the Southern and Northern Regional Committees, recommended grants amounting to Rs. 115 lakhs non-recurring and Rs. 6.65 lakhs recurring for the development of technical institutions at under-graduate level in the regions under the first Five-Year Plan.

The Council also recommended Interest-Free Loans amounting to Rs. 20 lakhs for the construction of hostels attached to various institutions recommended for grants;

(iii) The Council approved a scheme for organising facilities for Management Studies in the various parts of the country and also approved a recurring grant of Rs. 3 lakhs for the purpose;

(iv) As an integral part of the plan for the extension of facilities for post-graduate education and research in technology, the Council approved the institution of post-graduate courses in Highway Engineering, Dam Construction, Irrigation Engineering and Hydraulics, Structural Engineering and Advanced Electrical Engineering in some of the selected engineering institutions in the country and recommended a grant of Rs. 18 lakhs for the purpose;

(v) The Council considered the need of the States that lack facilities for Technical education and decided to pay special attention to this problem under the second Five-Year Plan and to develop necessary education facilities in such States on the required scale;

(vi) The Council considered the need of practical training of graduates and diploma holders and appointed a committee to advise the Government on the manner in which the scheme of practical training should be executed, with particular reference to the provision of residential facilities for the trainees, allocation of stipends to institutions and method of selection;

(vii) The Council recommended that for the co-ordinated development of Technical education in the country, the universities and other institutions should consult the University Grants Commission and/or appropriate bodies of the Council on the question of starting new technological facilities or courses.

All-India Boards of Technical Studies

The Calcutta University have recognised the National Diploma Course in Commerce as equivalent to B.Com. degrees for the purposes of admission to M.Com. courses of their University.

The All-India Boards of Technical Studies in Engineering and Metallurgy, Chemical Engineering and Chemical Technology, Textile Technology and Commerce and Business Administration have appointed sub-committees to suggest syllabuses, model lists of equipment, requirement of accommodation, etc., for commerce and technical subjects, at the Secondary stage.

Grants-in-aid for Fundamental Research, 1954-55

A sum of Rs. 2,75,606 has been sanctioned for 66 research workers in universities for fundamental research in basic sciences.

Research Training Scholarships

A committee has been appointed to scrutinise the existing allocation of research scholarships as well as fresh demands for additional scholarships from universities and institutions and to recommend re-allocation.

Indian Institute of Science, Bangalore

The Government of India have approved a proposal for establishing a Fuels and Lubricants Testing Laboratory in the department of Internal Combustion Engineering at the Institute at an estimated cost of Rs. 1,13,250. An expenditure of Rs. 15,000 has been sanctioned for this during the current financial year.

On the recommendations of the Coordinating Committee of the All-India Council for Technical Education, the Government of India have agreed to the starting of courses in (i) Industrial Engineering and (ii) Industrial Administration at a total non-recurring cost of Rs. 2,20,000. The recurring cost of the scheme is being assessed.

Indian Institute of Technology, Kharagpur

The Government of India have approved the proposal of the Institute to send ten teachers to the Illinois University under the Sisterhood Relationship Programme, for training in the following subjects:

- (i) Applied Chemistry.
- (ii) Applied Mathematics.
- (iii) Electrical Communication Engineering.
- (iv) Heavy Electrical Engineering.
- (v) Mechanical Engineering.
- (vi) Civil Engineering.
- (vii) Agricultural Engineering.
- (viii) Geology.
- (ix) Applied Physics.

Grants to Universities and Educational Institutions for Development of Scientific and Technical Education and Research

During the period under reviews grants amounting to Rs. 27,67,855 were sanctioned to 22 non-university institutions.

A sum of Rs. 46,63,800 has been placed at the disposal of the University Grants Commission for disbursement to universities under the scheme as recurring and non-recurring grants for the year 1954-55.

University Experimental School

ORGANISES A VILLAGE UPLIFT

Camp to Sayed Vasana

MOST of us go to villages on pleasure trips and for recreation. In the course of our trip, we spend a hectic day, gather innumerable little impressions and return home after a day of some activity but no purpose. In our minds we carry a picture of many faces and many things but none that will take a definite shape. For we have not taken the trouble to meet people and know them, to learn something of the conditions they live in and to help where we may be able to help. No wonder then that these simple villagers look upon us as intruders and regard our programmes and professions of village uplift with misgiving.

To remove this impression and with a view to learn something about the villagers, their way of living, their interests and prejudices, their customs and traditions, their work and to inculcate into pupils a spirit of community-living and community-service, the University Experimental School, Baroda, decided to organise a one-day camp to the neighbouring village of Sayed Vasana on a programme of village uplift.

Live'y and Educative

The visit was the most lively and educative project ever undertaken in the history of our school. It was a new and thrilling experience that took

us on a voyage of discovery into a hitherto unseen land, 'unseen' because villages in India are a world apart from towns.

We started out on a bright sunny Friday morning of October 8th, 1954. To ensure that not a moment of the day was lost, the School Council had drawn up an exhaustive programme for the day, wherein both teachers and students had to take their full share.

We divided ourselves into five groups of (1) the 'dig and clean' group, (2) the 'art and exhibition' group, (3) the 'wood-work' group, (4) the 'survey and first-aid' group and (5) the 'cooking' group entrusted with the task of preparing lunch for the 'workers'. The unique feature of this project was that nearly all teachers and pupils of the school participated.

Dig and Clean

On reaching the village, the 'dig and clean' group promptly set to work with spades and hoes and hatchets. The village of Sayed Vasana stands on a lower level, with the surrounding land so soft and uneven that ditches easily formed and filled with accumulated dirty water that soon became infectious. First, the uneven surface of the spacious rest-house (*dharmashala*)



*A Camper teaching primary school children
of the village.*



*Washing the temple
walls.*



A typical corner of Sayed Vasana.



With spades and hoes, the 'dig-and-clean' group levels the uneven surface and converts a waste land to an open-air playground.

floor was repaired and made even with cow-dung. Next they tackled the unclean ground near the rest-house that was covered with wild shrubs and weeds and filth. It took more than three hours to clear the mess and fill in the pits. Result: the once waste land of nearly 300 sq. ft. is now an open spacious ground at which village people come to spend their evenings or take a quiet stroll on moonlit nights. Children use it as a playground.

Art and Exhibition

The boys and girls of the 'art and exhibition' group busied themselves with whitewashing the three temples that had remained unattended to for years in the village. They also painted pictures and figures on the temples. Late in the day, they arranged an exhibition in the village Primary school. Our instructional material consisted of books of many reading levels for Primary school children, periodicals, maps, charts, posters and even films on village welfare. Our children had prepared maps and charts on civics, hygiene and other aspects of rural reconstruction. Some posters of the Five-Year Plan were also included in this exhibition. The maps and charts evoked so much interest that we promised to lend out this material to the village teachers whenever they wished to borrow.

Wood-work

Naturally this group could not do extensive work, but within the time allotted the wood-work group repaired all the broken furniture of the village Primary school and levelled the edges of the school doors.

Survey and First-aid

The survey group visited the lanes and bye-lanes of the village, and gathered information about the housing conditions of the villagers, their general health, their way of living, etc. They surveyed all the wells and ditches in the village.

The villagers lived not only in poverty but in distressingly unhygienic condition. The windowless mud huts hung too close together. The filthy lanes were so narrow that only a cart could pass along the way. Human beings and animals lived so close together, with dry paddy lying about in heaps everywhere, that we were not surprised to find lanes infested with mosquitoes, bugs and rats.

But there was one redeeming feature. The houses from inside were scrupulously clean and tidy, most of them decorated with shining vessels that formed a glittering row of pyramidal designs on the shelves. In the Harijan Vad, it was common to see crayon designs on the mud walls with pictures of various gods and goodesses. In short, all that art, imagination and skill could conceivably buy without money was displayed on the mud walls of these houses.

Generally, the minimum number of rooms per house was two with a courtyard behind and a verandah in front. The maximum number of rooms was five. The minimum number of occupants was four and the maximum about ten.

The village has 11 wells and a beautiful pond. The water of the pond re-

mains dirty for people wash and bathe and clean their vessels on its banks. Some of the wells, especially of the Harijan Vad, are surrounded with shrubs and dirty swamps.

The first-aid group did some admirable work. Nearly 25 cases were treated and given medicine. The total population of the village is about 1,000. Of this number about 200 are children. The school-going population is 135, amongst whom 66 are girls and 69 boys. About 20 pupils come to Baroda for Higher education.

Cultural Programme

Late in the evening we had a rich cultural programme in which all participated—the visitors as well as the villagers. With the help of the Baroda

Municipality, we made special arrangements for electric fittings. The village people told us that not once in the last seven years had they seen their village so brightly illuminated nor remembered ever having seen such a colourful cultural programme.

This concluded our day and the day's programme. I think we achieved much. We were happy that the villagers had so willingly cooperated with us and given us such a warm welcome. Their quick response showed us that with the right approach, the villagers of India can be made amenable to modernization and improvement.

Sayed Vasana remains a vivid memory with us. We are looking forward to visiting it again when we hope to follow up our work with a longer and more intensive drive.

K. S. Yajnik

(Continued from page 14.)

the prosperity and true progress of India and his example has led us to realise afresh that Nai Talim cannot be confined inside the walls of a school, but is a part of a social revolution. The Post-Basic School, the University experiments, the Adult Training

Courses, the contacts with other countries—all emphasise in one way or another this same theme. Their meaning is not to be found so much in educational reform as in the building up of a new, responsible, cooperative and non-violent society.

Marjorie Sykes

SOCIOMETRY IN A CLASSROOM

SOCIOMETRY, the study of interpersonal relations, has made a valuable contribution to education. In countries like the United States and the United Kingdom, teachers have made effective use of sociometric methods to measure accurately the interpersonal relations existing between and in groups of children.

Etymologically, sociometry comes from two Latin words, "socio" meaning companion and "metrum" meaning measurement. It is a methodology, a technique, an instrument for valid diagnosis of dynamic group structure. It is a method of discovering, describing and evaluating social status through measuring the extent of acceptance or rejection between individuals in groups. In the words of Murphy and Newcomb, "This study of interpersonal relations, with special reference to measurement of attractions and repulsions within the group structure is called sociometry."

The test itself is simple and direct. The members of the group are asked to indicate their preferences for one another. Choices in a sociometric study are always related to the specific life-situations of the subject. The investigation reported below was conducted with a group of children of a boarding school, with the object of showing how sociometry can be used in ordinary classroom situations.

Investigation

Twenty children of Class VI—13 boys and 7 girls—ranging from eight to 11 years, studying in a co-educational residential school, constituted the study group of the present investigation. The children came from all parts of India—Andhra, Bombay, Madras, Mysore, the Punjab, Travancore-Cochin, and West Bengal. Racially, there were Dravidians, Aryans and Anglo-Indians. Linguistically, they spoke Tamil, Malayalam, Telugu, Kannada, Gujrati, Hindi, Punjabi, Bengali and English, though the medium of instruction in school was English. By religion, they were Christians, Hindus, Sikhs, etc. Socio-economically the children belonged to varied income-groups. Their academic standards were different. In the absence of intelligence tests, their scholastic attainment in their bi-monthly examinations was taken as a measure of their intellectual ability. The present investigator taught the group throughout 1954, meeting them every day for at least three periods of 45 minutes each.

Practical work always formed a major part of the curriculum of this school—such as making toda-huts, models of aerodromes, docks, railway stations, illustrating ways of travelling, collecting stamps, etc. In all these projects the teachers helped the children by dividing them into work groups. These groups worked in the library, in the classroom, in the lawns, in fact anywhere they chose. On the deadline,

the group handed in its work for discussion and exhibition.

Aims of Investigation

1. To study the spontaneous network of interpersonal relations resulting from voluntary choice as against the teacher-aided work groups.

2. To find out to what extent factors like sea, race, state, religion, language, age, length of residence, etc. influence the children's spontaneous choices.

3. To study the personality of individual members against the background of his/her sociometric status as revealed by the test.

4. To determine the difference, if any, in the children's output and morals when allowed to work with their own chosen co-workers.

Procedure

After the half-yearly examination, the 20 children under investigation were asked to choose their co-workers for the new projects. They were given small pieces of paper to write their choices on with the instruction—"Today you will choose your own co-workers to work with you on the new projects for the next half year. You can choose three members in the class to make a group of four, including yourself. After you have given your choices, I shall reorganise your workgroups."

Analysis of Their Choices

The two sociograms reveal a network of various social patterns existing in the group under study. There is, for example, an isolate, Patel, who

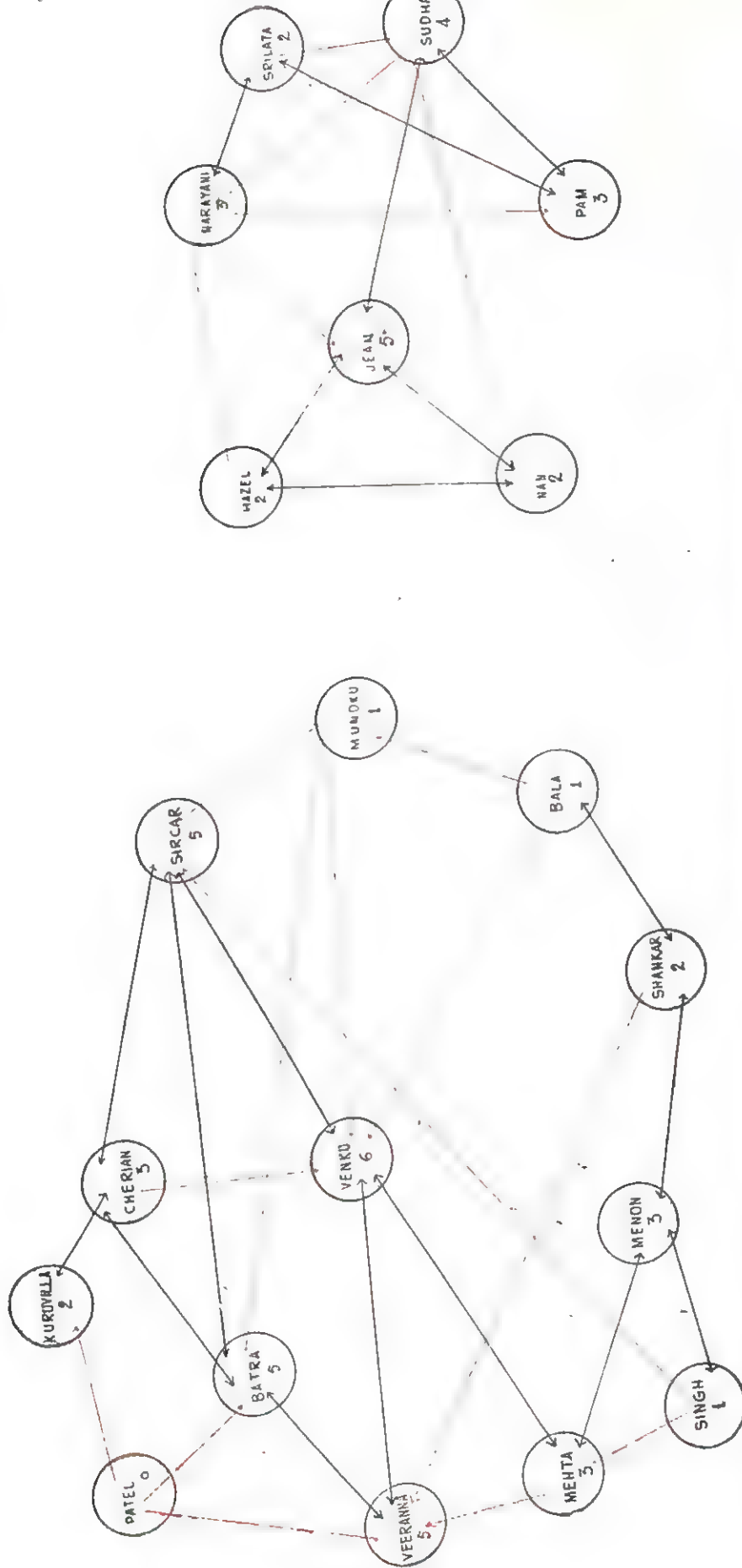
has not received any choice from the members he has chosen to work with (Batra, Veeranna, Kuruvilla) or from any other member of the class. There are mutual pairs like Kuruvilla and Cherian among boys and Srilata and Pam among girls. There are triangles indicated by the choices of Cherian, Batra and Sircar among the boys and Hazel, Nan and Jean among the girls. There are chains represented by the choice of Bala for Munduku, and Munduku for Sircar and by Sircar for Cherian. There are stars like Venku among the boys and Jean among the girls who are chosen by several members at the same time. Those who have received three choices are average in their sociometric status. Again, Batra, Veeranna and Sudha are heavily chosen bordering on leadership, while Bala, Singh, Munduku are under-chosen (non-leaders) bordering on isolation.

This analysis brings out the following points:

1. The children's spontaneous inter-relations run counter to those of the teacher-aided organisation of groups. They are more intricate than the previously simplified group structure. For example, the isolate, Patel, who to the superficial eye seemed acceptable to the class through his forceful position on the group is in reality unwanted by anyone. Veeranna, though suspected of being an isolate because of his quiet ways, emerges as one of the stars.

2. Segregation of Sexes Preferred—In the teacher-aided groups, the boys and girls worked together. Their spontaneous choices, however, revealed preferences for the segregation of sexes. Consequently two distinct social

SOCIOGRAMS OF A CLASS OF TWENTY CHILDREN



The names of children are inside the circles. The numbers indicate the choices received by them. The black lines indicate mutual preferences. The red lines show one-way choice.

Isolate is Patel among the boys.

Stars are Venku and Jean.

Boys : Veeranna and Venku
Girls : Sudha and Pam

Mutual Pairs

Chaitis Bala, Mundku, Sircar and Cherman.

grams have emerged—one for the boys and the other for the girls. This finding is significant in a co-educational institution. Previously it was often noticed that in the teacher-aided mixed groups, there were frequent occurrences of friction, largely initiated by the girls. The teacher's intervention was often called for to solve such cases of tension. Consequently much time was lost on irrelevant arguments.

3. The present investigation shows no definite evidence of racial or provincial prejudice. For example, Venku a Tamilian boy, the leader in this study, is chosen by Sircar a Bengali boy, Mehta a Gujrati boy, Munduku a Telugu boy and Cherian a Malayalee Syrian Christian. Venku in return has shown his attraction for Sircar, Mehta and Veeranna. Where mutual pairs like two Tamilians, two Malayalees or two Syrian Christians choosing each other, are seen, the correlation is more accidental than deliberate.

4. Age—The over-chosen boys Venku, Batra, Sircar, Veeranna are all older (ten plus) than the under-chosen boys like Singh, Bala, Munduku and Shanker, who are only eight and nine years old. This, however, did not hold with the girls, for Hazel and Nan are all 11 years old, while Sudha and Jean are nine and ten.

5. *Length of Residence*—Length of residence in the school had little to do in these choices. Patel has been in the school for five years and is still an isolate. Veeranna, Venku and Batra came to school only this year and are yet immensely popular.

6. *Academic Attainment*—Academic attainment surprisingly has nothing to do with the children's sociometric

status. Venku, the star, happens to be a brilliant boy, but Veeranna, Sircar and Batra score average and sometimes under-average percentages. Munduku, an underchosen boy, always achieved better percentages than Veeranna, Batra and Sircar. Similarly, among girls, Srilata, Hazel and Nan achieved better results academically than Jean. Yet Jean leads the other three in her sociometric status.

Personality Study of the Isolates and the Over-chosen

On the basis of her findings, the teacher tried to study the individual personality of each child and discovered that the unaccepted children had more personal problems than the accepted ones. She gave to the isolate and under-chosen a battery of CAT (Children's Apperceptive Tests) that revealed that these children suffered from a sense of loneliness, social insecurity, isolation, and betrayed a too sensitive mind with a conspicuous lack of social poise. The isolates and the under-chosen are inclined to talk too much, to bother pupils and to behave stupidly. During intervals when they should mix with children of their own age, they hovered round the teacher and clung to her physically and emotionally by seeking her approval for little things they had made or collected. The over-chosen showed a seriousness of purpose, dependability and strength of character. They were cheerful, tolerant, generous and willing to help. They were also more competent.

Among the boys a sense of humour played an important part in determining sociometric status. The over-chosen also had wide interests including singing, dramatics, sports.

Conclusions

This investigation with its obvious limitations, does not permit of general conclusions. Nevertheless, certain definite facts emerge:

1. The chief value to the teacher of the sociometric study was that it made her more conscious of the importance of interpersonal relations among the children she taught. She realised that the happiness and effectiveness of each member was in large measure, the product of his or her interpersonal relations. A socially competent child was not only happier himself but also more stimulating to others. On the other hand, a child failing to be socially accepted was immature emotionally and consequently unhappy.

2. It helped the teacher to give a little more attention to the isolate and under-chosen children with the object of satisfying their social needs. She helped to wean them emotionally from the teacher, and reorient them to the group. Their sociometric status improved as revealed by the sociometric retest of the same group before the close

of the academic year. They showed marked scholastic and behaviour improvement. This was largely due to their readjusted interpersonal relations.

3. The leadership qualities of the over-chosen were utilised by giving them more responsibility. This stimulated their personality and resulted in a better disciplined class.

4. On the whole, children worked most satisfactorily as a group when they worked with their choices. They showed greater enthusiasm for the work, cooperation and a sustained effort. Indifference and phlegmatism as in Batra and Srilata blossomed when the children were placed with the boys and girls they liked to work with.

In conclusion, it may be said that sociometry is an invaluable aid to a teacher who wishes to understand her pupils. With the shift of emphasis from the individualistic methods of teaching to the group methods of learning in education, sociometry, as a method of understanding the dynamics of group structure and human personality, can become a valuable tool in the hands of an enlightened teacher.

Shakuntala Bhalla

THE TEACHING OF HISTORY AT INDIAN UNIVERSITIES

OF late, History has been the subject of much controversy. While on the one hand, educationists are placing more and more stress on the teaching and the study of History, on the other, in almost every Indian university, History is becoming increasingly unpopular with students. To analyse the problem in its various aspects and provide a forum for the free exchange of views, the Government of India decided to convene a Conference on the Teaching of History at Indian Universities. To the Conference were invited representatives from all over the country. The Government circulated an outline of various topics that was to constitute the agenda for discussion.

Problems Before the Conference

The first question to engage the attention of the Conference was: "What is the place of History in general education?" The representatives were unanimously of the opinion that the study of History should form an integral part of the intellectual equipment of a student at every stage of his education. At an early stage, a child begins to pick up information and store it in his memory. His curiosity about his environment is great. The way this curiosity is canalised marks the starting point of the teaching and study of History.

The teaching of History has thus an intimate relationship with Psychology, not only at the Elementary stage of

education but throughout the process of education.

Another important question that provoked discussion among the representatives was: 'What bias should be given to the teaching of History?' On Indian History, a section among the intellectuals felt that, since for the last hundred years it had been written by foreigners, it presented us with a distorted view of our country's history. There is some truth in this view, but it would be dangerous to attempt to glorify every aspect of our country's past. History teaches us to learn from the past, not to bury ourselves in it. The teaching of Indian History must therefore be modified so as to give us a balanced picture of our past achievements as well as of failures.

Allied to this is another question: Should the teaching of History be Indo-centric or world-centric? At what stage should a student be acquainted with the conception of One World? At the Elementary and Secondary stages of education, students cannot correlate this knowledge with their environment. In other words, the teaching of History at the Elementary and Secondary stages should be Indo-centric and not world-centric.

It is at the Intermediate stage that World History may safely be introduced, and even then, only the study of the Modern World. Gradually the scope of History must be widened and

extended to include the study of ancient and mediaeval times. Further, the study of the ancient world must include not only Egypt, Greece, and Rome, but it must also accord its due place to the history of Asia, and help to make History a rational balance between East and West.

History at the B.A. Level

The problem of teaching History at the B.A. level is intricate. This intricacy showed itself in the diverse views expressed on this subject at the Conference. The main controversy centred round the content and purpose of the syllabus. The consensus of opinion was in favour of having one compulsory paper dealing with any one of the three periods of Indian History and if there were to be three papers in all for the B.A. Pass Examination, one paper, it was felt, should deal with the History of the Development of Indian Culture, and the third with one of the following:

- (a) Mediaeval Europe,
- (b) Modern Europe,
- (c) Modern England,
- (d) History of the Far East (South-East Asia) from the Middle of the 19th Century,
- (e) History of the Middle East from the Middle of the 19th Century, and
- (f) History of South-East Asia.

It is significant that no one favoured the study of World History. Perhaps it was felt that at the B.A. stage there should be some bias towards specialisation.

The difficulties of teaching World History were fully appreciated by the delegates assembled at the Confer-

ence. Despite the fact that America is publishing several books by standard writers on this subject, there is hardly one that is Indo-centric. Another problem inherent in the teaching of World History is the precise emphasis that should be placed on its various aspects. Should the teacher emphasise the political, the social or the cultural aspect? From the examination point of view, World History as a subject presents even greater difficulties. History is only one of three subjects for the B.A. Examination, and World History only one paper. How much time can an average student devote to its study? In the brief time that the student allots to World History, he is unable to correlate events and see them in a broad perspective. Nevertheless, I still feel that it would be an improvement upon the proposed syllabus if the History of the Modern World were added as an optional for the B.A.

It was the unanimous opinion of the members of the Conference that the B.A. Honours Course should be different from the B.A. Pass Course, and that the practice in some universities of taking one or two extra papers for the Honours course in addition to the B.A. Pass Course, should be stopped. It was resolved further that the B.A. Honours Course should be of three years' duration. It should carry six papers, of which two, namely, one paper dealing with one of the three periods of Indian History, and one Essay Paper should be compulsory. The four remaining papers should be selected from the following:

- (a) Mediaeval Europe,
- (b) Modern Europe,
- (c) British History from 1485 onwards,

- (d) History of the Far East (South-East Asia) from the Middle of the 19th century,
- (e) History of Egypt, Turkey, Arab Countries, Iran and Afghanistan from the Middle of the 19th century,
- (f) Ancient Indian Culture,
- (g) Islamic Culture,
- (h) English Constitutional History,
- (i) Indian Constitutional History,
- (j) South-East Asia from 1500 A.D., and
- (k) Greater India.

In this syllabus two omissions are significant—World History and the History of America. Should American History be studied at our Higher educational institutions? This point is worthy of consideration.

History at the M. A. Level

For the M.A. examination, the Conference decided that the course should be of two years' duration, covering eight papers, three of which should relate to Indian History, one to be an Essay, and the remaining four be chosen from the following optionals:

- 1. Mauryan Age 600 B.C.-300 A.D.
- 2. Gupta Age 300 A.D.-600 A.D.
- 3. Ancient Indian Archaeology
- 4. History of the Sultanate of Delhi 1200-1526
- 5. History of the Moghuls 1526-1761
- 6. History of the Marathas 1629-1772
- 7. Indian History 1772-1857
- 8. Indian History 1858-1939
- 9. Indian Constitutional History
- 10. History of one region of India
- 11. English Constitutional History
- 12. History of Political Thought from Machiavelle

- 13. Revolutionary Europe 1789-1815
- 14. Modern World from 1870
- 15. International Relations, 1914-1947
- 16. Modern History of Far East.
- 17. Near East and Middle East.
- 18. Archives

This syllabus is merely indicative, not prescriptive. It is open to various universities to modify it according to their equipment and requirements. The principles underlying it are: (1) The intensive study of one period of Indian History with the object of preparing a student for research work, should he wish to undertake it later and (2) imparting to a student a modicum of general knowledge consistent with the time at his disposal.

History Syllabus

The Conference drew up a broad outline of the syllabus of History from the elementary to the highest stage of education. It stressed the need to teach this subject at the Elementary and Secondary stages through the medium of regional languages, and at the University stage, both through the medium of English and the regional language. It graded the course with special reference to the aptitude of students and their capacity to assimilate information at various levels of their progress, laying particular emphasis on the need to awaken the pupil's interest instead of making him cram facts and dates, as is the practice now.

Method of Teaching History

The Conference made the following recommendations with regard to methods of teaching History:

- (a) At the Elementary stage, the fullest use should be made of audio-

visual aids e.g. maps, casts, charts, models, pictures, lantern slides.

(b) At the Higher Secondary stage, debates and discussion groups should be encouraged and teaching made more realistic and effective by instituting the system of assignments and tutorials and, if possible, by historical excursions. Efforts should be made to establish museums of historical antiquities.

(c) At the University (under-graduate) stage the maximum use should be made of tutorials and/or seminars and, where practicable, the aids indicated above should be fully utilised. Students should be encouraged to write papers and essays on selected topics connected with their courses of study. At the M.A. stage there should be greater emphasis on seminars, and more encouragement for the study of source material. Training in research methods through the medium of dissertations, in lieu of one or two papers, is also desirable.

Other Deliberations

The Conference did not merely confine itself to the teaching of History or the methods of teaching History; it covered a broader Canvas. According

to one of its recommendations, Indian History should be a compulsory subject for those who intend to join the administrative or diplomatic service. For diplomats, a knowledge of the modern world was considered absolutely essential. Even in vocational and technical schools, the Conference was of the opinion that the subject must find a place in the syllabus, and recommended that an outline of the economic and industrial development of the important countries of the world, with special reference to India, should be the subject of compulsory papers.

Bridging the Gap

From the earliest times, the contemplative and practical genius of man has found expression in art, and the best and the most connected exposition of it is to be found in the science of Archaeology. The Conference took full notice of this important consideration and recommended that Field Archaeology should form an integral part of the courses of Ancient Indian History and that those universities that are doing notable work in the field of Archaeology should be asked to make this a part of their post-graduate History course.

B. P. Saksena

EDUCATION *Today*

The Indian Council for Cultural Relations was "At Home" to foreign scholars at Delhi on the 28th November 1954, at Constitution Club.

A Cultural Programme presented on the occasion consisted of Indian dance and music items interspersed with a number of items given by the foreign students themselves. Among the latter were songs and dances from Africa, Ceylon, Fiji, Indonesia, Iran, Iraq, Nepal, Japan, Thailand and the U.S.A.

* * *

At the 60th session of the All-India Congress held recently at Avadi a resolution on Basic education was unanimously passed. The resolution stressed the need for "far-reaching changes in the existing educational system" for achieving the national aims and social objectives of free India. It welcomed the Union Education Ministry's scheme for reorganising Secondary education, particularly the decision to open multi-purpose schools throughout the country to give adequate and Basic training to students. The resolution called upon all State Governments to

promote this policy so as to implement it fully within a period of ten years.

*

During the period under review, the Assam Basic Education Act 1954 came into operation. The Act contemplates the gradual conversion of Primary and Middle Vernacular into Junior and Senior Basic schools respectively. As a first step, all Middle Vernacular schools have already been taken over from local bodies and other agencies, by School Boards.

*

Fourteen Government Middle schools and 23 Government Primary schools in Coorg have been converted into Senior and Junior Basic schools respectively, in the Community Project Block No.1.

*

The Government of Hyderabad have, under preparation, a scheme for the conversion of existing training centres and schools into Basic Training schools and the establishment of new Basic Training schools. Besides, a short course of three months' duration in craft training for 230 teachers of Primary/Middle schools has been arranged at different Technical schools in the State.

■

Dr. Trilochan Singh, Director of Public Instruction, Punjab, stated at a press conference on January 20, that the 30 existing High schools in the Punjab would be converted into multi-purpose schools at a cost of Rs. 75 lakhs, out of which Rs. 50 lakhs would be contributed by the Central Government. Education in arts and crafts, commerce and agriculture would, he said, be imparted at these schools.

Twenty-five existing High schools in Rajasthan would shortly be converted into multi-purpose schools at a cost of Rs. 34,70,000. This was disclosed by the Director of Education, Rajasthan, at a recent press conference.

The Government of West Bengal have sanctioned an expenditure of Rs. 502,273/- non-recurring and Rs. 53,358/- annual recurring for the implementation of the Primary and Basic Education Schemes under the permanent improvement programme in the Sundarban areas. The expenditure will be incurred for the establishment of eight new Junior Basic schools and for reconditioning 39 Primary schools.

The introduction of craft teaching in 34 Junior High schools and the conversion of 12 Boys' High schools and three Girls' High schools into multi-purpose High schools are also under the consideration of the Government.

Textbooks in Secretariat Practice and Business Methods, Short-hand, Type-writing and Social Welfare have been prescribed for the Secondary School Examination in Bihar.

The syllabus of Primary and Secondary schools in Bombay has been reorientated and revised with a view to imparting a more balanced and integrated education in schools. The new syllabus will come into force in June 1955. The procedure for sanctioning textbooks has been revised with a view to ensuring that, with the introduction of the revised courses, only the best books in content and presentation will be sanctioned as textbooks.

Social service for a minimum period of six months has been made compulsory for securing a degree or diploma in Mysore State. A Government order, issued recently, directed all school authorities to include manual labour in the weekly time-tables and to organise social service camps for about two weeks in a school year.

Manual labour and social service should be an integral part of education at all stages, the order stated. While at the Primary stage, manual labour and social service should be organised from the point of view of its educational aspect, there should be a gradual shift of emphasis to the productive side at the later stages. It also directed that provision should be made for productive and gainful courses at the Higher stages.

The Government of Travancore-Cochin have set up a committee for examining the existing syllabuses and curricula in Primary and Secondary schools and to take steps to prepare new syllabuses to cover the entire Primary and Secondary courses envisaged in the recommendations of the Secondary Education Commission.

The establishment of a National Council of Child Education to organise and run Nursery schools and Training centres for teachers was suggested by Dr. Zakir Husain, Vice-Chancellor of the Aligarh University and Vice-President of the Indian Adult Education Association, while presiding over the first All-India Child Education Conference at Indore.

Dr. Zakir Husain said that five important points that were of significance in education at all stages, specially at the infant stage, were (1) the principle of respect of individuality, (2) the principle of consideration of the actual stages of development of the individual, (3) the principle of activity, (4) the principle of totality, and (5) the principle of freedom.

No sound scheme of education was possible which did not take cognizance of the differences which distinguished one individual from the other, said Dr. Zakir Husain. The principle of totality, he explained, was the simultaneous growth of the child. All these principles presupposed a climate of freedom in the whole educational system.

The Conference was attended by 500 delegates from all over the country.

The Government of Bombay have sanctioned an expenditure of Rs. 2,59,000/-, under the scheme for the encouragement of Dramatic Art. Of this sum, Rs. 2 lakhs are earmarked for the construction of open-air theatres at eight district towns. The remaining amount of Rs. 59,000/- is proposed for: (i) giving prizes to the three best dramas

written in each of the regional languages; (ii) the three best dramas suitable for children, written in each of the regional languages and Hindi; (iii) the three best dramatic performances in each regional language in a competition during a 'Natya Mahotsava'; (iv) awarding three floating shields in Inter-School and Collegiate competitions; (v) awarding medals for the best individual performances in Inter-School and Inter-Collegiate competitions; and (vi) giving financial assistance to dramatic actors, Litterateurs and musicians who have achieved outstanding merit.

The Government of West Bengal has voted to finance a major programme of Fundamental education, providing for 28 special schools and a school to train teachers in the methods of Fundamental education. In Madras the curricula of Elementary schools are being expanded systematically into institutions for Fundamental education. In these schools three hours are devoted daily to the mother tongue of the pupils, to Mathematics, History, Geography, etc. while the rest of the time is given to manual training.

Six crores out of India's 36 crore-population or 16.6 per cent are literate, according to an analysis of information on literacy and education obtained in the 1951 Census, published recently by the Registrar-General in his 'Census of India paper No. V'.

Of the six crores who are literate, about six lakhs can read but cannot write. 52 lakhs have studied up to Middle school standard; 22 lakhs

have passed the Higher Secondary school stage; 4.66 lakhs have attained up to Intermediate in Arts and Science; and 11.7 lakhs are holders of degrees and diplomas. The remaining number (over five crores) have not even a Middle school standard of education.

A Training Course in the Auxiliary Cadet Corps was held at Mercara, Coorg, to train 40 teachers to introduce the Auxiliary

National and Auxiliary Cadet Corps

Cadet Corps Movement into all the government High schools of the State. More than 1,250 boys in the five government High schools are so far covered by the Auxiliary Cadet Corps, which during 1955-56, is expected to cover the entire school-going population of the age of 12 and above.

The Government of the Punjab have ordered the raising of (1) the four Infantry Companies of the Senior Division N.C.C. comprising 12 N.C.C. officers and 619 cadets, (2) 35 Infantry Troops of the Junior Division N.C.C. comprising 35 N.C.C. officers and 1,155 cadets, (3) two troops of the Senior Wing of the Girls Division N.C.C. comprising six woman officers and 180 girl cadets, (4) five troops of the Junior Wing of the Girls Division N.C.C. comprising five woman officers and 150 cadets and (5) six troops of the Air Wing of the Junior Division N.C.C. comprising six officers and 198 cadets.

The Government of Rajasthan have decided to start two Infantry Companies and four Platoons in the Senior Division of the N.C.C.

During the period under review,

the Primary Education Act was introduced in the rural areas of Ajmer and Beawar Sub-Division of Ajmer State for the enforcement of compulsory education for all children in the age-group of 6-11 years.

The Government of Bombay have sanctioned the appointment of 4,000 teachers for the opening of group-schools in school-less villages with a population of less than 500. Simultaneously steps are being taken to appoint peripatetic teachers to serve the needs of the villages which cannot be grouped with any other villages in the matter of providing schooling facilities.

The Government of Hyderabad have opened 14 new single-teacher government Primary schools at places with a population of 1000 and above in which Primary schools were not opened during the year 1953-54.

The Government of Madras have appointed an Elementary Education Reform Committee with a view to examining the entire system of Elementary education in the State. The Committee will examine the present system of Elementary education in all its aspects and suggest ways and means of implementing the directive principle contained in Article 45 of the Constitution. The Committee will give special consideration to (a) the problem of bringing into schools the children of backward and poor classes; (b) the special steps to be taken to ensure that pupils who join schools remain there till they undergo the entire course of Elementary education; (c) the improvement in the system of

Elementary education suited to the needs and resources of the State; (d) the question of the conversion of ordinary Elementary schools into Basic schools; and (e) the question of emoluments, qualifications and status of teachers.

During the period under report the Pepsu Compulsory Primary Education Act came into force. The measure provides for compulsory education of the 6-12 age group children in notified areas. Primary education in Pepsu is free; but the Act, which is an enabling measure, will be applied for the time being in 20 selected villages in two areas—Kalayan and Bhogial—where a symbolic drive for the enrolment of children for Compulsory Primary education was launched as part of the Republic Week programme.

2,528 new Primary schools have been opened in school-less areas of West-Bengal. The teachers for the new schools were employed under the scheme for expansion of education and welfare services and enrolled 459,306 additional pupils up to October, 1954.

The 'Rathripathshala' (Night School) working under the auspices of the Rajasthan Social Welfare Board, is a unique institution of its kind in Jaipur, Rajasthan. It came into existence on August 15, 1953.

The school was started by a few enthusiastic young men who wanted to do some useful work in their spare time. Their object was to gather street urchins, who would otherwise indulge in begging and pick-pocketing, and give them some education and training so that they might become good citizens.

The school began with only eight boys and a voluntary staff. It was soon felt that the boys must get some vocational training that they should be trained in accordance with their aptitude. Some tools were borrowed and funds collected by way of donations and three craft teachers were engaged as part time workers.

Early last year the Rajasthan Social Welfare Board agreed to run the institution under its aegis and the State Government gave it financial support.

Today the institution has 54 boys on its rolls and a staff of four paid and two voluntary teachers.

Two experimental courses, one in Adult education and the other in craft and cultural activities, are being conducted under the auspices of Social Workers' Training Institute, Bihar. In addition, there is another course of training for persons who are not regular students and require some coaching in special subjects. These experiments are being conducted on the lines of People's College and Folk High School in Denmark.

The Bombay Social Education Committee recently began the use of a new medium of mass education when it inaugurated a Community Radio Listening system. The new system will greatly increase the work of the Social Education Committee, which is already helping to educate some 60,000 adults in Bombay each year through 2,500 centres. Fourteen community radio sets are now in operation, all of them made available through Unesco's Gift Coupon Scheme. Almost 6,000 dollars

worth of Unesco Gift Coupons were sent to Bombay mainly from donors in the United States and the United Kingdom. These international money orders were then used to purchase radio receivers and other necessary equipment. The Social Education Committee now hopes that further gifts of Unesco Coupons will be received so that the Community Radio system may cover Bombay's entire population of three millions.

Two literacy classes for women and eight for men were opened in different parts of Coorg during the quarter. Tests were conducted in several literacy centres opened during the previous quarter and 50 men and seven women were declared literate.

The Government of Madhya Pradesh have merged the Social Education Scheme in the Social Welfare Scheme and have made a provision of several lakhs of rupees for its implementation.

According to the plan, 1,000 radio sets will be distributed in the villages, and Art centres will be started to teach folk-dance and music to the masses. Mobile libraries and film shows will form part of the programme. Jeeps will be used to approach the interior villages.

The Government is also negotiating with the civic authorities of Nagpur and Jabalpur for the opening of homes for beggars, orphans and widows.

One of the most interesting experiments conducted by the Mysore State Adult Education Council is the Hulikere Pilot Project for Rural Reconstruction. After a survey by students of Statistics and Economics in the village, a group of some 15 stu-

dents worked for five weeks in the village with the cooperation of the village youth serving as volunteers. Among the tasks accomplished were: construction of adequate roads, village clean-up, improved sanitation facilities, whitewashing and plastering of homes and public buildings, introduction of new agricultural methods, establishment of a rural library, organisation of a youth club.

Five new Social education centres for men and women were opened at Gurgaon, Nuh, Balabgarh, Ferozepur, Jherka and Patodi by the Punjab State Education Department, in December, 1954.

Five centres for training teachers for Social education, one in each of the five districts of Saurashtra were opened in January by the Education Department of the Saurashtra Government. In each centre 100 teachers will be trained.

The Mahila Seva Sadan, Allahabad, Uttar Pradesh recently launched a literacy campaign in the city. Mr. R. R. Singh, Additional Director of Education, U.P., inaugurated the campaign which aims at bringing a hundred per cent literacy to the city within two years.

During the period under report, the Government of West Bengal have started 70 Social education centres in different municipal areas. Half the cost of running such Centres has been borne by the Government and the remaining half by the organisations. Besides, a Janata College has been started at Kalimpong in the district of Darjeeling with effect from 10th December 1954.

The Central Board of Secondary Education, Ajmer celebrated its Silver Jubilee Week from the 29th November, 1954 to 4th December 1954, which was

Silver Jubilee Celebrations inaugurated by the Union Finance Minister, Shri C. D.

Deshmukh. High schools and colleges of this State participated in the programmes arranged by the Board.

A Combined Cadet and Social Service Camp was held at Digaree, Assam. 329 Cadets and eight officers drawn

Youth and Social Service from different colleges of Assam and Manipur participated in this Camp. The programme for Social Service included the construction of a road involving considerable amount of hill cutting. The construction was completed within two weeks.

The students of the Government college and all High schools in Coorg did social work for a period of eight days from 1st November, 1954. While boys re-conditioned nine village roads in different parts of the State, girls cleaned the Harijan Keris in Mercara and Virajpet.

Six Youth Welfare Camps were organised in Himachal Pradesh in the month of October, 1954, and boys from various High and Middle schools participated. This was a new adventure in the field of education to train the students in leading a practical corporate life. The project taken in hand was the construction of roads.

THE FOREIGN SCENE

Ashridge began as a monastery in 1285, founded by Edmund, Earl of

Ashridge: The Bonar Law Memorial College, Berkhamsted, Herts Cornwall, with the object of promoting learning.

In 1928 it was given to Trustees by the late Urban Broughton in order that it might serve as a college of citizenship in memory of his friend, Bonar Law.

The institution provides unique training on non-party lines in pursuance of the ideal of securing educated democracy. At Ashridge, students can study objectively the major political, social and economic problems of the day in an atmosphere of serenity and historical tradition. They are encouraged to participate in free discussion, representative of all shades of opinion and occupation.

To listen and to discuss are the key-notes of the Ashridge courses. All courses, whether week-end or longer, are addressed by lecturers, experts in their particular subjects. On a normal week-end course, five lectures are given, each being followed by informal discussions among students divided into small groups under their own elected leaders. Longer courses follow the same plan.

The Ashridge House of Citizenship is a Department of the college, providing full-time training in citizenship for girls from the age of 17 upwards. Its basis is a study of International, National and Commonwealth Affairs, combined with a secretariat course lasting four to five terms or a non-vocational course covering three to four terms.

Ashridge has a library of nearly 7,000 volumes and every effort is

made to keep it up-to-date and representative of all aspects of contemporary thought and writing.

* * *

In 1950, three Secondary schools in Birmingham, England "adopted" a

**English Schools
"Adopt" Local
Farms**

local farm. The experiment aimed at bringing children from industrial areas into direct contact with life in the countryside, and it was so successful that other schools in the region have now followed suit. The frequent visits of the children to the farm and the exchange of correspondence have helped to enrich Geography and Natural History courses. They have also given students a better understanding of local problems, and the place of agriculture in national economy.

* * *

Retired professors from larger and wealthier colleges and universities are taking their vast store of knowledge and experience back to the classroom at small, liberal arts colleges, as part of an "enrichment programme", sponsored by the John Hay Whitney Foundation and the New York Foundation.

Under the scheme, the Foundations maintain two lists: one of the small colleges, that will benefit by the programme, and the other of retired or about-to-retire professors from larger institutions. The next step is to ask heads of departments or deans of those institutions for nominations. The professors finally selected, receive a salary paid partly by the college and partly by the Foundations. In this way, the Foundations arrange to make use of

the talents of professors who are forced to quit under mandatory regulations and at the same time help the smaller colleges which under ordinary circumstances, could not afford to hire them.

* * *

The first regional geological map for Asia and the Far East will soon be drawn up under the sponsorship of the United Nations. Leading geologists met recently at Bangkok to make the preliminary preparations for this large-scale project. Asia and the Far East today are the only regions in the world that do not have such an international map. Economists and geologists hope that the project will lead to important mineral discoveries, and then, gradually, to far-reaching economic and industrial developments throughout the region.

*

German and Indian historians met at Brunswick, Germany in October 1954, for a four-day conference on text-book revision. The object of the Conference was to eliminate various distortions about foreign countries that appear in their respective country's History and Geography texts and in other school books. In the past, German historians have worked in a similar way, with historians from France, Italy, Norway, Denmark, Japan, Yugoslavia and the United States. Their efforts, so far, have had an important effect on new books, or new editions of older books, published recently.

* * *

Prefabricated units provided by the World University Service have been used to set up the first international

**International Uni-
versity Centre in
Egypt**

student centre in Egypt. The Centre, which has been in full use since the end of July, has been constructed on the Cairo University grounds at Giza. The prefabricated units have been erected on a concrete base and gardens are being laid out around the building. The Universities of Cairo and Heliopolis have made available 700 Egyptian pounds for construction and other purposes, while Cairo University has provided furniture. The Centre will form a social meeting place for students of all nationalities and will give convalescent students a chance to regain their health under satisfactory material and psychological conditions.

* * *

The Western Reserve University in Cleveland, Ohio, is giving a study course in journalism on the Television network. Under the title "The Journalism Course Over Television People and the

Press", the lectures survey public opinion and how people get their information on current matters. Students are able to contact the lecturer either by correspondence or by telephone.

The content and requirements for the course are the same as for that given in the University, and candidates are required to take two written examinations, one at home and a final one at the University. A pass in the final examination enables the candidate to obtain a degree in the same way as for courses given on the University campus.

* * *

The facilities for learning French available to foreigners in Paris have

been brought out in an article by Mr. Raymond Warnier. There are different

courses that cater for different needs and requirements. The *Cours de Civilisation Francaise*, meets the requirement of the general orientation of the language. The summer courses of the *Institute Catholique*, where some hundreds of students gather during holidays, offer, through lectures and practical courses, a better understanding of French and acquaintance with the latest teaching methods.

For the systematic study of French with the object of teaching it abroad, there are more specialised institutions available. The *Practical School of the Alliance Francaise* trains the teachers of French from nearly 60 different countries, initiating them into, or perfecting them in the use of the French language and the appreciation of French Culture. Since 1920, the Sorbonne has also included in its services a school for the training of teachers of French abroad, which has been doing useful work for over 30 years. Three kinds of courses are available at the Sorbonne school: Higher course in French Language; French Literature; and Contemporary French Literature. Besides, there is the *Cours de Perfectionnement* open to all foreign specialists in French language and culture, which provides a general finishing course including history, music, plastic arts etc. After this the *Diplome Superieur de Culture Francaise* qualifies the students for the teaching of French in their own countries or even in other countries abroad. For the specialists, a further finishing course is also offered by the *Institute de Phonétique* of the Sor-

bonne, with the resources of the "Musee de la Parole" which possesses a very fine collection of recordings of the various actors, authors etc.

* * *

A new Secondary Technical school for deaf boys, the first of its kind in the U.K., is to be opened in September 1955 at Burnwood Park Hall, a large country house near Hershan, Surrey. The School will aim to fit pupils for full-time or part-time attendance at ordinary technical schools and colleges or at art colleges, and to enable them to mix socially with ordinary pupils.

* * *

A number of schools in Hungary are adopting a new form of parent-teacher organisation which replaces the usual form of monthly parents' meetings. Under the new experiment, the pupils join the parents and teachers in the first part of the meeting which opens with an entertainment by the class. Then the class secretary gives a report of the month's academic and other activities, after which the class teacher discusses, anonymously, the shortcomings of certain pupils and then praises others (by name). The pupils next proceed to criticise and appraise each other in the presence of the silent but interested parents, after which the pupils leave the meeting.

It was found that the resulting discussion among parents and teachers was much more fruitful than in the former type of meeting, for the parents had seen their children in a different light, in their behaviour rela-

tions as members of a class and social community and not merely in the home.

* * *

Oxford University has accepted responsibility for the Oxford Business Summer School for young executives in industry, which was started experimentally in 1953. Hitherto the School has been organised by a committee of academic and industrial members, assisted by the Oxford University Appointment Committee.

The aim of the Business School is to further the efficiency of British management by bringing together each year for a month's intensive study able young men who are either engaged in executive work or being prepared for it, but who have not yet been entrusted with large general responsibilities.

* * *

West Africa's most important educational event of 1954 occurred in West Nigeria. The authorities have launched a scheme under which all children between the ages of six and seven will be eligible for free Primary education. Registration for this free compulsory education has already begun. The scheme came into effect on January 1st 1955, and more than a million West Nigerian school children have started going to school for the first time.

* * *

A voluntary movement in Ceylon, known as the Lanka Mahila Samiti (Association of Rural Women's Centres for Teachers in Women's Rural Centres), has created a school for rural women at Kadu-

wella, a village in the North Central Province of Ceylon. The school trains about 100 women each year to become rural education monitresses. Instruction is given in the teaching of adults and young children, Civic Education, Agriculture, Hygiene, Household Management and Domestic Crafts, through courses lasting three months.

* * *

The Sonderkindergarten in Vienna helps to solve that much discussed problem of whether handicapped and normal children should mix or whether the handicapped should be cared for in hospitals or special schools. Built in a semi-circle, facing the sun, it admits six groups of children: the physically defective, those with defective eye-sight, the deaf and the dumb, the mentally retarded, the neurotic, and normal children. Although all the rooms are connected by a corridor, each group has its own entrance, classroom, and a playground leading into a communal meadow. The impression received by the child is that of a home, not an institution.

The kindergarten itself provides modern methods of remedial treatment for the handicapped, and in this way less psychological disturbance is experienced by the child. One of the new devices is a bath lit by electric light from below and with a window at the side; this permits the observer to see the movements of a physically defective child from the side as well as from above. The synoptophore, for the child who squints, has produced striking results after daily use for 20 minutes.

Parents of handicapped children sometimes tend to make life too easy

for the children and it is thought that life in the Sonderkindergarten, where normal children play with the other children, affords the proper opportunity for adjustment to everyday life.

* * *

A wide survey of technical training facilities in different parts of the world, conducted in November 1954 by The New York Times has revealed considerable progress achieved by Russia and China in recent years.

In 1928, Russia graduated 11,000 engineers. By 1950, the number had jumped to 28,000. In 1953, the figure rose to 40,000 and in 1954 it reached 54,000. At the present time, the Soviet Union has 175 technical schools at the University level, in addition to 3,700 Intermediate technical training schools.

The facts about China reveal that the country has 250,000 students in Higher educational institutions, of whom 150,000 are in engineering science, health and agriculture. China is graduating 25,000 persons a year from two-year engineering courses and about 5,000 persons a year from four or five-year courses. China now has 14 comprehensive universities and 39 Higher industrial schools.

* * *

New possibilities for Television have been demonstrated in the United Kingdom by recent experiments on programmes for deaf children. The latest method which has proved highly successful is to precede the main film with a commentary on what the children will see. The commentator is shown in a close-up, the mouth as near as possible to

the centre of the screen. Lip movements are not exaggerated but the words are spoken slower and with more emphasis than usual. The words of the commentary are then repeated in the sub-titles which are coordinated with the action.

* * *

The University of Oklahoma has initiated a new plan to strengthen University Plan to teacher education. Aid Education of Teachers A university-wide advisory committee will make follow-up studies of recent graduates, consider the courses being taught in Elementary and Secondary schools, confer with public officials, and decide which areas in teacher education should receive more research.

Counsellors from the students' major fields will work with the College of Education in supervising and examining the work of the future teacher. Under the plan, particular emphasis will be placed on making

the student-teachers thoroughly competent in the subjects which they will be teaching. The university will try to equip them with an understanding of the development of children, and with an enthusiasm for teaching.

* * *

Over a hundred young Arab refugees have been taken Vocational Centre out of the routine for Arab Refugees of camp life and are being trained at a modern vocational training centre just outside ancient Jerusalem. The Centre was established by the United Nations Relief and Works Agency for Palestine Refugees, with help from the International Labour Organisation and Unesco. The young men at the vocational training centre are learning to become radio mechanics, electricians, machinists, plumbers, carpenters and welders. When they graduate, they will be helping to overcome Jordan's serious shortage of skilled workers. The Centre hopes to train at least 600 young Arab refugees during the next three years.

The M. A. Course

IT is a platitude that university studies should train and enlarge the mind, but to take a platitude seriously now and then is a healthy exercise. A student's main business at the university is to learn to think well. He should of course have other merits, as, to be a good citizen and keep physically fit and take an active interest in social service and respect authority where authority is respectable; all these qualities are no less desirable in students than in other people of all ages and every status. But good thinking is in a special sense the concern of the universities, for no other institution is competent to look after it if they do not.

Obviously its importance goes far beyond the field of pure scholarship. The M. A. degree is sought as a qualification for higher posts in the public services and in most of the professions. Appointing bodies respect it, and have a right to expect it to be the hallmark of a mind naturally intelligent and well trained to cope with intellectual responsibility. "Thou art a scholar, speak to it, Horatio," is a claim which it ought to be possible to make on the trained mind whenever unforeseen problems arise in any department of the national life. This does not, of course, mean that post-graduate studies should be a vocational training for any profession in particular, but it means that a good M. A. degree should guarantee that its holder possesses certain abilities fundamental in all

good brain work. He should, for instance, be able to distinguish between facts and opinions. He should be able to see what are the relevant facts in any question he has to consider, and base his judgment on a careful review of them, and reason from that judgment. He should be able to follow a logical train of thought and express it cogently in whatever language is his intellectual medium. He should set a high value on honest thinking—it is indeed his peculiar business to put this first—and therefore should not be ready to profess any view, merely because it sounds plausible or because he thinks those in authority will like it; or on the other hand should he be so much in love with his own opinions that he prefers them to ascertainable knowledge. Above all, he should have acquired some well-grounded confidence in his own judgment on matters within his knowledge. Over and above these, every branch of higher studies demands some special ability and gives some special training, but these are qualities indispensable to all good thinking, in arts as well as in science. They do not grow of themselves and are not particularly easy to cultivate, and for the very reason that they do not belong more to one type of scholarship than to another they are sometimes overlooked by teachers and examiners. And yet it is only when a good degree in any subject cannot be achieved without them that universities become a potent instrument for bringing the

right men to the most responsible posts.

Perhaps these qualities are more difficult to assess in the arts than in the sciences; in any case I know too little about science studies to bring them into the question. In the arts at least, they are liable to be neglected. In my own subject of English Literature I do not find that the average M. A. student troubles much about the difference between facts and opinions; on the whole he prefers to get his opinions ready-made from books and his facts by inference from his head, rather than the other way round. He will spend hours in the library transcribing a learned article on, say, John Donne's influence on the style of his age into his notebook, in order to memorise it the better. He will memorise it, including the incidental comments on authors whose names he never heard before, with uncanny accuracy, but it will not occur to him to find out whether Donne's poems were written and read before or after Shakespeare's tragedies. He will declare solemnly in writing that he cannot refrain from weeping over Bunyan's *Pilgrim's Progress* and cannot read Marlowe's *Dr. Faustus* without pausing to exclaim "How greatly it is all planned!" before he has tried the experiment of reading a line of either. He will do all this without the least intention of imposing on anyone, in the sincere belief that he is applying his mind to his studies. Outside the classroom he may quite possibly be making a name in student union elections; inside it, he will not presume to use his own brains where wiser heads have thought before him.

It is easy, but unjust, to call him lazy or dishonest. The student all over the world is concerned to get the best

degree he can with the least possible waste of effort; it is not his business but the university's to see that he cannot get it without well directed effort. My impression is that Indian students have about the same range of ability as their English counterparts. Their minds are not less quick and respectful, but they have been trained to memorise more and to ask fewer questions. Allowing for the difficulties of language they probably read as hard as English students; but they have been taught to read with deference, whereas English students, from the latter part of their schooldays or even earlier, are expected to read with judgment. It takes a mature mind to combine deference with judgment, and the English boy is often unnecessarily cheeky at school, but by the time he gets to college he usually knows how to study with initiative. The Indian student reaches the M.A. course without learning to use his judgment, and then, with everything to read and less than two years before him, he quite understandably doubts whether it is any use making the attempt.

Is the defect in the teachers? To some extent, perhaps. With a little more intellectual integrity, a little more anxiety to encourage individual thinking instead of checking it in the interest of speedy class work, they might do more to bring out the latent initiative in their students. But these are strenuous virtues, and if they positively tell against success not one teacher in a hundred can keep them up for long. For the teacher is judged by his examination results, and he can nearly always get these more surely by dictating fool-proof notes than by trying to make his students think.

And so we come to the setters of questions. They, for obviously good reasons, are seldom teachers of the students whom they examine and seldom have a direct voice in the organising of studies. They are usually asked not to deviate much from the lines of previous papers, and in fairness to those they are judging, they have to give credit for the kind of work that has been taught, even though they may wish it were different. With them the vicious circle is all but closed. And yet, since it is to satisfy them that students study and teachers teach, it is they more than anyone who determine standards. In the end it rests with them to see that the intelligent thinker is valued more than the well-trained parrot.

Question-setters are no doubt aware of this responsibility, but they are apt to be constrained by the sheer weight of tradition. In their reports on papers, it appears that they seldom fail to deplore candidates' bad habits, such as random eloquence, repeating secondhand wisdom which they do not understand, and pretending to learning which they do not possess, but too often, as it seems to me, they ask questions which can be answered more plausibly by such shows of knowledge than by real thinking based on the real reading of a two years' course. And then again, the rubric of the examination is against them. To demand,

as many universities do, that M.A. candidates shall answer deep questions at the rate of 35 minutes apiece certainly puts a premium on the well-trained parrot and handicaps the man who has read widely and thought seriously.

It is certainly not an easy matter, to devise an advanced examination which will set a value on applied intelligence, and require the candidate to train his judgment at least as much as his memory, but it seems to me to be immensely important. In this country a third class M.A. degree usually dooms its holder to obscurity, whereas a second or first class may open the way to considerable responsibility, and a free democracy depends a great deal on the intellectual initiative of its responsible men. The difficulty is felt everywhere: if the western universities have come nearer to solving it, as perhaps they have, that is probably because western democracies have had a longer time to realise its importance.

Indian universities are interlinked, and try to keep their standards more or less level. Some conferences of Heads of Departments and external examiners in different post-graduate subjects, to discuss the right kind of work for the M.A. examination and the right kind of qualities to be tested in it, might perhaps be a constructive move.

A. G. Stock



Comprehensive Schools Today—
An Interim Survey by Robin Pedley—with new critical essays by Robin Pedley, H. C. Dent, Herold Sherman, Eric James and W.P. Alexander. Publishers: Councils and Education Press Limited, 10 Queen Anne Street W.I. Pages: 56 Price: 3s. 6d.

“**COMPREHENSIVE Schools To-Day**” is a survey by Dr. Robin Pedley of University College, Leicester of 14 comprehensive schools situated in England, Wales and the Isle of Man. It also contains critical articles by four eminent British educationists on the main findings reported by him.

The subject of comprehensive schools is highly controversial and has been keenly debated during the last two decades. It is a pity, however, that all along, the debate has been carried on in an armchair style. There have been no facts to support or refute the comprehensive argument. In fact, as has been pointed by Dent, the two sides have been pursuing somewhat different lines of argument. The supporters of the comprehensive principle have advocated the idea mainly on social grounds while the opponents have been busy dilsting on the educational dis-

advantages of such a system. The value of the present survey is that it provides some factual data on this subject.

In regard to grading and standards of work, Pedley's report is that the schools surveyed seem to believe as much as the ordinary schools in the necessity of discovering the children's actual level of attainment in the various subjects by some form of test or record of work and then to arrange them in homogeneous groups. He also found that in order to heighten each pupil's chance of progressing at his best pace, re-division into sets was also frequently resorted to. This is an important discovery for one of the common arguments advanced by the supporters of the comprehensive case has been that such schools will do away with the present selection practices. It should not be forgotten, however, that these schools are very recent—the oldest is hardly ten years old—and that they are staffed by teachers whose experience, background and educational philosophy are not necessarily different from those of teachers working in the traditional type of schools. If Pedley had also produced some evidence on the “fixity” of the classificatory practices followed in these schools, one would have known whether transfers of children

from one stream to another, or from one set to another are as rare in these schools as in the others or more frequent. If there is provision in a school for such transfers to be carried out more frequently and smoothly, it would surely obviate many of the dangers attendant upon a rigid scheme of classification or grading.

With regard to possibilities of advanced work, Pedley found that many children who would not have got admission to grammar schools, eminently succeeded in doing work of a high standard in academic subjects. This shows convincingly that 10 + or 11 + is too early an age to decide the kind of Secondary education a child should have.

The survey also throws light on the question of the size of a comprehensive school. Normally it has been presumed that 1000 or 1500 is the minimum size of a good comprehensive school—with smaller numbers the school would become an unfavourable proposition economically.

The survey reveals, however, that some of the schools surveyed by Pedley had only two to four hundred students on their rolls. He does not, however, describe in detail, the organisation of these schools, nor does he give any exact idea of the extent to which they were comprehensive. If one could establish that a comprehensive school need not necessarily be a large establishment, it would go a long way towards meeting one of the strongest arguments against the comprehensive idea.

Pedley supports, from the date of his survey the view that in the larger schools, heads are generally burdened with too much detailed administra-

tion and do not have time or opportunity to make their personal influence felt among staff and children. Any arrangement that relieved them of their present routine duties would obviously be most welcome.

Another important point made by Pedley in his study is that while comprehensive schools do encourage some children to stay a little longer at school, these extra numbers do not bring the higher forms up to a strength adequate for really effective organisation and instruction. The conclusion drawn from these facts is that in regard to the development of sixth forms, comprehensive schools are not likely to do so well as the foremost public and direct grant schools. However, the conclusion does not seem to follow necessarily from the data. Among other things, Pedley seems to forget that the size of the sixth form is *inter alia* a function of the tradition of the school and the educational characteristics of the population it serves. There is no sound reason why a comprehensive school should always be at a disadvantage in this respect. It may, on the other hand, be expected with some justification that because of their generous provision of educational facilities of all kinds, many of the comprehensive schools will eventually succeed in developing sixth forms which both in regard to the number of scholars and the quality of work will compare favourably with the sixth forms of the independent or direct grant schools.

It is a pity that the present survey throws no light on the social effects of having in one school children from all strata of society representing different degrees of general ability and possessing different interests and aptitu-

des. If "it is a matter of first-rate importance for modern society that life in schools should promote a feeling of social unity among adolescents of all kinds and degrees of ability" one would naturally expect a survey of comprehensive schools also to throw some light on this important aspect of the matter. But, perhaps, it is too early for much evidence to have accumulated and it seems that we shall have to wait for data to be available to generalise on this subject.

This little book will amply repay perusal by those who are interested in the reorganisation of Secondary education in this country. The Government of India have recently decided to convert 500 High schools into multi-purpose schools during the present plan period and it is expected that the rate of conversion will increase during the second Five-Year Plan. It is of the greatest importance, therefore, that the Indian educational administrator should carefully study and profit by the experience of similar institutions in other parts of the world and avoid the pitfalls besetting this type of organisation. It should be remembered, however, that a small survey of 14 schools differing so much in their present situation and background can never either prove or disprove a point conclusively. Such a study can only throw out pointers to be read with understanding and circumspection. One will come across many such pointers in the present survey.

Veda Prakasha
Living English Speech W. Stannard Allen: 12sh. 6d Longmans. Green & Company, London.

Mr. Allen is the author of one of the most useful books on the mechanics of English available to students—

"Living English Speech." In the present volume, he offers an abundance of material dealing with one of the more difficult aspects of spoken English—the rhythms of English speech. Because the nature of these rhythms is unknown to the majority of teachers, the study of them is usually completely neglected, a further difficulty being that information regarding them is scanty in otherwise worthy books dealing with spoken English.

One of the really fundamental differences between English and a large number of other languages, including those of India, is that English chooses not only certain syllables in nouns, but also certain words in sentences, for accent, whereas in the other group, accent is evenly distributed over all the syllables in an utterance. It is possible to define which types of words are normally accented and which are ignored from the point of view of stress, but it is difficult to use such information in the classroom. Mr. Allen's book will, therefore, meet a felt need.

There are many people who maintain that too much attention should not be paid to the finer points of English speech, such as intonation and rhythm, but in my opinion, much of the value of learning English is lost unless the learner is able to speak English fluently and intelligibly. And it is a common experience that a foreigner speaking our language with correct intonation and rhythm, but possibly no very detailed knowledge, will make a much greater impression of fluency on us than somebody who, while knowing much more, carries over into our language characteristics of this kind to be found in his own. So far

as English is concerned, it is, for example, necessary that pupils should very early become familiar with such forms as "don't" and "won't", which are normally to be preferred in speaking to the full forms: they should also learn how wrong it is in spoken English to use any but the attenuated forms of words like *of* and *than*.

Mr. Allen is to be congratulated on his ingenuity in devising easily comprehended symbols for indicating the main characteristics of English speech. The 154 exercises contained in the book should give a working knowledge of a so far greatly neglected aspect of English as it is correctly spoken.

J. G. Bruton

"Poems for Pleasure—An Anthology" by A. F. Scott. Books I, II and III, Cambridge University Press. Volume 1: 9sh. 6d., Volume 11: 9sh. 6d., Volume 111: 12sh. 6d. Date of publication—7th January, 1955.

THIS Anthology in three Volumes sets out with a new purpose—not to instruct but to give pleasure. It attempts this, by seeking to recapture the child's delight in rhythm and picture, in story and feeling, and then leading him progressively to enjoy these four aspects of poetry.

The Anthology is divided into four parts, one for each school year in the Secondary school, and each part is divided into four Sections. Introducing each section are brief commentaries on one aspect of poetry under the four main groupings.

The first Part consists of rhythmic verse—Edward Lear's "The Owl and the Pussy-Cat", Walter De La Mare's "Off the Ground", Chesterton's "The Song of Quoodle" and a variety of other well known verses to which it is so easy to tap the foot or swing the leg. The pictorial verse is even more enchanting to the child, girl and boy, who is beginning to use his eye as well as ear. Here, we have Drinkwater's "Blackbird", Tennyson's "The Eagle", De La Mare's "Silver", Edward Thomas's "Tall Nettles" and several snatches from Shakespeare. Story covers Tales and Minstrelsy. Finally, in the most difficult and intimate Section of Part 1—the child is brought nearer the poet's heart and poems that have lain closest to us as we have grown up in English poetry figure here—Wordsworth's "Rainbow", Christina Rossetti's "My Heart is like a Singing Bird", Robert Louis Stevensons' "Vagabond", Blake's "Lamb" and "Tiger, Tiger, Burning Bright."

The first Section of Part II—the Poet's Song—contains familiar songs from Shakespeare and Blake. The second "The Natural Scene" inevitably includes Wordsworth, Tennyson, Browning, Walter De La Mare, and, less inevitably, D. H. Lawrence. The ballads (Section 3) require no comment because they are so well known, but in the final section—"The Poet's Heart", new ground is opened up and there is a wide range of very beautiful and always familiar selections that include "Adlestrop" by Edward Thomas, "The South Country" by Hilaire Belloc, Rupert Brooke's "The Soldier" and Tennyson's "Ulysses".

Book II of this valuable work on poetry for children is constituted on

the same lines as Book I, but introduces the child to poetry more difficult in form and content. Thus, the first Section deals with "The Magic of Words" and presents such poems as Chesterton's "Lepanto" and Edith Sitwell's "The King of China's Daughter". "The Poet's Vision" corresponds to "The Natural Scene" of Part II, and is poetry for the eye as well as the ear. Shelley, Wordsworth, Keats, Dylan Thomas and Edward Thomas all appear here. Narrative poems of sea and land lure the child into a subject that is evidently not always attractive to him. And the last Section of all in this Part shows him how the poetry of his age must reflect the anatomy of that age. "The Poet and the Modern World" contains difficult poems, like Kipling's "The Secret of the Machine", Robert Frost's "The Line-gang", Spender's "He will watch the Hawk" and F. L. Lucas's "Beleaguered Cities". That brings us to Part IV with its advanced Sections on "The Music of Poetry", "Scenes of the Machine age", "Stories of Pure Imagination" and "The Eternal Theme". The choice of poems under the first, as indeed of the third Section, is a matter of opinion, but it is not surprising to find Wordsworth, Tennyson, Milton and Keats appear and reappear with Shakespeare constantly by for touchstone. In "Scenes of the Machine Age" we have more familiar themes—familiar, that is, to Everyman in the 20th Century, Spender's "The Express", Auden's "Night Mail", Sassoon's "Morning Express". In the final Section, "The Eternal Theme", we see the emergence of the highest ideals or the supreme human values, such as beauty, truth and goodness. Not surprisingly we have Ben Jonson's "The Perfect Life", Shirley's "Death the Leveller", Gray's "Elegy", Browning's "Prospice" and we

also have Emily Dickinson's "The Chariot" and Dylan Thomas's "And Death shall have no Dominion".

Book III is the teacher's book and is a commentary on how to teach the poems that have been published in Books I and II. Methods here are of the best: the purpose of teaching poems is analysed; the mode of introduction is discussed; the need to dramatise poetry so as to make the child feel that it must re-create the vision of the poet truly to enjoy it, is stressed.

This is a book that will repay careful study by teachers of English poetry, both at the Secondary and at the Higher Secondary stage. Indeed, I would recommend Book III to teachers of English at the University stage in India. The more elementary directions can be ignored, but instruction on "The Magic of Words", "The Poet's Vision" and "The Music of Poetry" is sufficiently advanced to be of direct use to the Indian teacher of English Poetry.

Muriel Wasi

A Manual of Advanced English for Foreign Students—by Bernard Blackstone: Longmans, Green and Co. Ltd., XIII + 414pp: Price: 10sh. 6d. or Rs. 8/8/6.

PROFESSOR Blackstone divides his treatment of his subject, perhaps a little arbitrarily, into three parts. The first he calls 'The Structure of Modern English', the second 'Studies in Technique', and the third 'Studies in Literature'. But in fact all three sections deal with technique in one form or other, and the third part is an analysis of literary forms, rather than of literature.

As Professor Blackstone has already an established reputation as a literary critic and historian, his readers will expect something more than usually useful and practical when he turns his attention to the English language. In some ways, however, his book is disappointing

On the treacherous slope of language study, between the crest of literature and the abyss of the lemur, enthusiastic teachers have in recent years hacked out a ledge and called it methodology: there they concern themselves with structures, with controlled vocabularies and with methods direct and oblique. And they never slip down to the bottom; nor do they rise to the top.

In this book Professor Blackstone has, so to speak, clambered down to the ledge, and in very brief compass tabulated most permissible patterns of usage in the language, from the simple sentence to the ballade, rondeau, and epic poem: an impressive condensation which has produced a work of reference rather than a textbook. He himself suggests that it should be studied 'alongside the step-by-step textbook, and under the direction of the teacher.'

But his examples are not always felicitous. On the first page, for example, he gives the four kind of sentence recognised by grammarians, and as the sole example of 'desire' offers 'would that we were there!' which is a sentence and a form of sentence which, however, familiar in sentiment and literature, it is almost certain Professor Blackstone has himself never spoken spontaneously. On pages 7 to 10 we read of the Position of the adverb. Among examples offered with tacit approval on page 8 is one described

as 'an intolerable error' on page 9 and again given a limited justification in a quotation from C.E.M. Joad on page 10. This part of the book could be a useful refresher for an intelligent and very well grounded teacher in India, but because of its lack of selection its value for the student here is dubious.

Section 2 is of value in preparation for an examination, since it has chapters on precis, essay writing, indirect speech and so on. But very little is said here that has not been said before. In a book of this kind Professor Blackstone had an excellent opportunity—almost a responsibility—to show that indirect speech is something more than direct speech without the inverted commas or first and second persons, and with considerable changes of tense. He does, in fact, face up to most of the difficulties, and the worked passages are excellent; but if he had referred back to the four kinds of sentences of his first page he could have shown how indirect speech was limited to one kind only, and its form would have been clearer.

The third Section on literary forms is unquestionably the most able and the most valuable. A brief statement of this kind is always useful although, as Professor Bodkin remarked of the criticism of art, 'a cultured appreciation of good technique is a poor substitute for the quiet instinctive response which we should make to the call, however faint or indistinct, of genius.' Professor Blackstone nowhere suggests that he would disagree with this, and his appreciation in this book is mainly on the technical level. He does, however, append a very useful list of recommended reading from Chaucer to the present day. At the end of each chapter of the book are exercises which, because no

answers age given, proclaim implicitly and rightly that an exercise is an exercise and not a test, and that without its appropriate exercise no lesson can be learned.

W

Social Aspects of Technical Assistance in Operation Report of a Conference held by UN & Unesco, Price: \$.75; 4/-, 200 Fr.

THE Expanded Technical Assistance Programme of the United Nations (ETAP) represents a great human undertaking as its main purpose is to achieve human betterment—better health, better education and better living conditions in underdeveloped countries. It deals with elements as fundamental as those that would be involved in the fashioning of new societies and touches some economic, political or social nerve end and produces a host of major and minor reactions that run through the social structure of the recipient country. The success of the programme therefore depends upon the competence and imaginative leadership of persons including government personnel in the country receiving aid, the administrators in the United Nations Agencies and the experts who purvey technical knowledge. All of them should have a correct appreciation of the dynamic character of the programme—the impact of foreign ideas upon the thinking and habits of people, adjustments made necessary in prevailing attitudes and customs, the effect upon the personnel and structure of governmental institutions, adjustments in the thinking and activities of experts as they become familiar with problems at first hand and, above all, the relation of technical assistance to the realisation of the hopes and ambitions of millions of people. The Conference held in

March 1953 at New York City jointly by the United Nations and Unesco has served to focus attention on these social aspects of Technical Assistance in operation and may be rightly regarded as an important step in the successful execution of the programme.

Morris E. Opler in his admirable report on the Conference has described the participants' awareness of the importance of the problems and more particularly of the relation of technical assistance to the broad social structure and cultural patterns of receiver countries. The Conference has rightly stressed the need for careful planning of projects, jointly by the countries receiving aid and the administering agencies, continuation and growth of activities begun under ETAP auspices, encouragement to local initiative and the key role of the technical expert. Even if the Conference is regarded by the organisers as experimental, it has served the very useful purpose of bringing together social scientists, field experts and administrators for an exchange of views and is of value to future work in the whole field of technical assistance. Of no less value is the report itself not only to experts and agencies directly involved in the technical aid programme, but to a large circle of individuals and organisations interested in the subject and unable to participate in the Conference.

L. S. Chandrakant

Educating the Mentally Handicapped: by Jai H. Vakeel: Published by Popular Book Depot, Lamington Road, Bombay-7; 8vo-pp 72: Price Rs. 6/12/-

RECENT studies in the working of the human mind have brought new hope for many mentally deficient

children who have hitherto been regarded as uneducable. Methods have now been developed to give them some education, occupation and training to make themselves useful.

Mrs. Jai H. Vakeel's book, "Educating the Mentally Handicapped", is mainly a description of the methods employed in the 'School for Children in Need of Special Care', Bombay, of which she is Director. The book is not a treatise on psychology but a practical guide for teachers of mentally handicapped children. It contains a number of practical suggestions for dealing with the situations that arise in dealing with children of low intelligence. Children with mental ages of between two to ten years are divided into three grades and the curriculum for each of these grades is discussed in detail. Through carefully graded physical exercises and handwork e.g. weaving, sewing, knitting, drawing, carpentry etc., the School seeks to develop the powers of observation and concentration in which such children are naturally deficient. The author points out that specific methods of teaching a particular child should be adapted to his unique problems and personality. The various exercises described in the book are, however, of a general nature and provide a valuable indication of the type of training suitable for such children.

"Educating the Mentally Handicapped" can serve as a handbook for teachers of mentally handicapped children. At the same time it is useful to all those who are interested in the education and training of mentally deficient children. The author has broken new ground and there is much in the book that is sound and practical.

This is probably the first practical publication on the subject by an Indian author.

The book is well produced but the price seems to be somewhat high. It is hoped that the public will demand a cheaper edition as the booklet's popularity increases.

R. M. Halder

Fundamental and Adult Education. Vol VI, No. 4, October, 1954 (Published by Unesco)

BESIDES the concluding Notes and Records relating to brief reports of Fundamental education activities in different countries and the section relating to Unesco News, the present issue contains seven articles of varied interest. The editorial opens with an invitation to the public to resume the debate for examining the implications of some stock phrases of Fundamental and Adult Education. An interesting account of the library programme of the Arab States' Fundamental Education Centre, Egypt, is given by Dorothy G. Williams. This programme is comprehensive and includes community survey, a dynamic community centre for both children and adults, adult literacy classes, health talks, film shows, crafts, etc. It is the story of "a pioneer effort undertaken under difficult rural conditions with limited staff and resources". John Burton's article on Methods and Media in Health Education discusses a variety of techniques, which, "educators may find...of interest for other fields of endeavour". M. U. Gomez gives a brief account of the work done in the field of Fundamental education in Ecuador

in "Cultural Anthropology and the Basis for Fundamental Education in Ecuador". A fascinating account of the Spanish Educational Missions by J. J. Vicente describes "one of the earliest and least known attempts to accomplish something in sectors of education" started about the same time as the cultural missions of Mexico. The Unesco Associated Project discussed in the present issue relates to the Adult and Community Education work in British Togoland (Gold Coast) initiated in October, 1948, with the present objective "that an intensive literacy campaign shall take place every year for the next five to ten years in an attempt to eradicate illiteracy from the rural areas". In the section entitled "Open Forum" Andre Lestage discusses very vision results in formal drawing, and Extension of Schooling.

Jagdish Singh

"Education And Art—A Symposium" edited by Edwin Ziegfeld, Unesco, Avenue Kleber, Paris-16, Price £5.50; 30 Sh.; 1500 Fr.

CHILDREN are endowed with intuitive vision unsullied by experience and conscious artistic awareness and they perceive the world with a rare freshness. One of the objectives of true education is to preserve and nourish these happy instincts. Education through art is not only the most effective but it tends to shape the whole personality of the child with harmony and tenderness. Often have children communicated their thoughts and fancies in lines and colours. In the summer of 1951 the Bristol Seminar on the "Teaching of visual arts in General Education" was

sponsored by Unesco and its participants included eminent artists, educationists and scholars. The report of that conference has already been published and welcomed everywhere. *Education and Art* is the fruit of a symposium which was organised by Unesco in connection with the same Seminar. Its purpose was to assemble and disseminate information on art education and not to lay down any particular policy with any particular bias.

'Mass media of education', to use a Unesco phrase, notwithstanding their astounding power and appeal, perils enforce on the consumer an unhealthy passivity while art as a medium of education reveals in them immense healthy and creative possibilities. A distinguished team of experts, including the late Henri Matisse and Mr. Herbert Read has explored the very nature of creative activity *vis-a-vis* art education. Richard Orr's brief essay on "Children as Artists" is a lucid analysis of artistic gifts discovered among children. Mr. Read's paper, on the other hand, deals with the same problem from a purely aesthetic angle. Teachers and educationists will find a mine of illuminating material in the sections exclusively devoted to art teaching and its methods. But art teaching involves a very delicate problem for the administrator for his function in this field is fraught with rapidly changing patterns of culture in different individual countries. This point is made very clear in Mr. Saiyidain's paper which deals with the changing shape of things in India. The most valuable sections in this Symposium are those dealing with the impact of art on the community and society in general, and with the role of the amateur and the function of libraries,

museums and exhibitions in art education. The clash between the traditional and the modern has been studied carefully by Mr. John Kembel and Mr. Walter Battiss. This reviewer was especially fascinated by an illuminating chapter on art and ritual. It is no exaggeration to say that this lavishly produced volume will rejoice the heart of many a parent, social worker, reformer and educationist.

Kay

Children Are Artists, by Daniel M. Mendelowitz. Stanford University Press, Stanford, California. Price \$3.00

CHILDREN are artists! Who should be more so? Their young eyes gaze on world in eternal admiration, with beauty in their very act of beholding. And when a child does a drawing or a painting, do you admire his work and hang it on the wall for others to appreciate it?

The adult's attitude to the child's urge for self-expression is the theme of Daniel Mendelowitz's book. In this he suggests the basic attitudes that parents and teachers should take towards children's art work in order to stimulate artistic expression.

The scribbler is a two-year-old just learning to hold a stick, pencil or crayon. There is nothing purposeful in his lines. But a wise parent will not dismiss it with an indifferent nod. He will say "Tell me about your picture" and the child will have his first fine experience of giving expression to his thoughts.

The next age level comes between five and nine years when a child learns to use a standardized formula

for representing the human figure. His activity at this stage is serious and purposeful, his symbols carefully selected.

The last stage comes with adolescence when the child leaves his free, creative, spontaneous world for a more inhibited phase of expression. His artistic expression should be properly directed at this stage for it is during adolescence that our personal ideals are formed—those fundamental and cherished ideas that emerge from artistic experience—from literature, drama, music, painting and the allied arts.

The book is freely illustrated with children's art work representing various levels of maturity and a wide variety of media used. Note illustration 62 for introspective self-examination, illustration 58 for a sense of humour and illustration 37 "Home laundry", characteristic of a mechanical bent of mind.

A child expresses himself through drawing, painting, sculpture and many other artistic media. This book tells in non-technical language how to recognise the child's medium, the different levels of artistic maturity and how best to guide it.

Kala Thairani

"Creative Expression With Crayons" by Elise Reld Beylston. The Davis Press Inc. Worcester, Mass. U.S.A. 1953: pp 99.

DELIGHTFULLY illustrated, this book comes as a timely and refreshing guide, when the subject of Art education for the child has aroused the enthusiasm of people all over

the world and, when artists, untrained in the field of education, are employed as teachers in grade schools.

To every Art teacher in grade schools, the book brings home the need for being trained in the subject of child psychology and the principles and methods of education. To the layman, it tells how all of us, artists and plain men, can stimulate and motivate the child to be creative.

It is this last theme that is the author's greatest concern. "A sincere desire to meet and satisfy the child's needs rather than his achievement of skill or finished product, is more vital to the success of the grade teacher than any artistic talent which she might possess". Art is considered to be (and no one can deny this) the richest and most delightful of subjects for creative expression.

The most important thing for all good Art teachers, is, first, to realise the close correlation between Art activity and the personality growth of the child; and the most important qualification of a successful grade teacher of art is the ability to see the difference between imitation and creative expression. Once the teacher has sensed the freshness and originality of creative expression in the child, she will have no further use for formal methods of teaching. The book discards the sterile technical approach. It is a gold mine of rich, useful suggestions of the new approaches that the teacher can adopt in an art programme for the young and the older children of the elementary grades and with which every Art teacher, could with advantage, be acquainted. A valuable point made is that every art activity must spring from the child's

experience or from the needs of the class. And again, that every art activity should help a child to present his emotional, mental or imaginative reactions to his experience in his own unique way. The techniques suggested, could be applied directly or with modifications to any classroom in any part of the world. And all this is with crayons only.

The book is a neat focus on a major idea, that the child must have skilful guidance and encouragement all the way—skilful, because too much superbly Fundamental education and the too much freedom without discreet stimulation, in stagnation.

Roshan Marker

An Outline of American Education. Jagdish Chandra and R. C. Gupta. Published by Sanani Publications, 248, Chhepi Tank, Meerut; 1954 pp. 216; Rs. 3/8.

AN outline as comprehensive, as fact-packed, as the present volume might be more accurately entitled an overview. The authors combine in one small volume a brief history of education, facts regarding the federal government and education, a division devoted to administrative features, reasonably complete discussions of education at all levels, and a final section on appraisal of recent trends. The intricacies of the complex system of education which serves one hundred fifty-nine million people are explained clearly, but no attempt is made to generalise in areas where a vast number of practices have resulted not only

from the decentralisation of control but also from geographically different environments. The continuing programme of experimentation, undertaken to improve education in a democracy, is alluded to in each section of the volume.

This book should prove useful to administrators at all levels to teacher training staff members and to teachers who may be interested in the way educators and the citizenry of the United States are meeting emerging needs. Students of comparative education and of the history of education will be grateful to the authors who have made a vast array of facts available in compact form. Especially noteworthy are the cogent comments on, and excellent illustrations of, recent developments in each area under consideration and at each level of education.

This book is likely to meet a genuine need among educators in India. We, who have grown up in the American educational system and have come to know by experience its advantages and its shortcomings, are grateful to the authors for marshalling many facts in order to make this practical presentation of a broad subject. It is not within the power of this reviewer to pass judgment on the accuracy of all the figures and statistics. One or two broad statements which could have been more explicitly phrased are noted. A few typographical errors have crept into the volume. Nevertheless, as Dr. P. S. Naidu so well says in the foreword, since educators will benefit from the study of educational systems of other countries, the publication of this book is indeed timely.

Ruth C. Wright

"Vidya Bhawan Studies": Published by the Vidya Bhawan Society, Udaipur (Rajasthan). Price Rs 2/-. Page 61.

THIS annual contains the Synopses of the Dissertations written by M. Ed. Students during the Session 1952-53 in the Teachers' College, Udaipur.

Research in education has to be an essential feature of the reorganisation of our educational system and methods or policies have to be based upon the results of investigations in different fields of education. The Vidya Bhawan Society with a Basic School, a Secondary School, a Handicrafts Institute and a Teachers' College is in a position to undertake such investigations on a small-scale so that the Government of Rajasthan can reap the benefit of these investigations for the reorganisation of their own educational system. This is in fact the object of the bulletin.

There are in all seven dissertations, two of which are restricted to Vidya Bhawan itself. In one the growth and development of the Vidya Bhawan Basic School is traced, in another dissertation, the socio-economic background of children attending Vidya Bhawan is described and a classification of students according to state, community, occupation of parents, and income groups is given. A very interesting dissertation is on the educational background of women in Udaipur Division. A plan of compulsory Basic education in Rajasthan and the role of private schools in the educational development of Rajasthan are other thought provoking topics dealt with. 'The Gurukul system of education' gives the history, the philosophical background, the working of ancient Gurukuls and details of some of the Gurukuls existing today in India.

The construction of an achievement test in Arithmetic for Class VIII is described by V. D. Tripathi at some length. While describing the process of constructing this test Mr. Tripathi gives a few details of Tri-partite forms A and B prepared as pre-tryouts for this test. The discussion does not however meet with the requirements of a student of education and statistics. For example, "the difficulty value of items in forms A and B ranged from 0 per cent to 92.4 per cent and 0.5 per cent to 81.7 per cent respectively", does not give the right perspective of the two forms. Then, again, "Statistical Analysis reveals that test scores cluster at the lower end" could have been actually shown on a graph. In the item analysis, the particular method followed is not stated. These points though small, are important. The printing of the text would also have been very helpful.

But even as it is, this annual should be of value to all training colleges in the country and to all research workers in education.

D. V. Navathe

The Status of Women in South Asia, published under the joint auspices of Unesco and Asian Relations Organisation. Publishers: Orient Longmans Ltd. Price Rs. 4.

WHAT is the position of women in the various Asian countries today? How did the fundamental changes that overtook this part of the world during and after the last war affect women? To find answers to these questions, a Social Science seminar was arranged under the auspices of Unesco in co-operation with the Asian Relations

Organisation and held at New Delhi during December 1952. The theme of the seminar was "The Contribution of the Social Sciences to Studies on the Status of Women in South Asia."

The primary purpose of the seminar was to ascertain the factual position relating to the status of women—social, economic, legal and political—in the countries of South and South-East Asia. The main object of conducting such a study was to acquire a better insight into the basic causes of the actual situation, that might in turn lead to suggestions for possible improvements. It was distinctly understood that no resolutions would be tabled. The seminar was intended to be exploratory and meant to study and understand the present position of women in South Asia.

This 171-page publication is based on the proceedings of the seminar, edited by Dr. A. Appadorai, Director of the seminar. The first chapter is a working paper prepared by the Director, outlining problems for study before the seminar. The five subsequent chapters follow this outline.

After surveying the anthropological and sociological background of the problem and reviewing the legal and political rights of women, the book takes up methodology and research. In these an attempt is made to study and evaluate the methods used and those that can be used to collect and interpret data concerning the social status of women, the choice of occupations open to them, their political rights in law and in practice, etc.

The major part of the book consists of appendices, 12 in all, that are papers prepared by the various delegates pre-

sented an analytic study of this problem in their particular country. The book provides an informative and interesting picture of the social background that conditions the status of women in South Asian Countries.

Kala Thairani

Annual Report of the National Archives of India for the year 1953

THIS is the first annual report published since 1947 (printed as 1794 page 9). To fill the gap, the Department has already published a Quinquennial Review covering the years 1948 to 1952.

The Report gives detailed information on the various activities of the National Archives of India during 1953. Though there are no comparative data to judge definite achievements of the Department, the expansion of its activities is evident from the increased attention devoted to the acquisition of the non-current record series of the Government of India and preparation of a reference media, creation of a Map Division, institution of research scholarships and the provision of better and increased facilities for research.

As this is a technical report, it is of very little interest to the person not connected with this aspect of education. A short introductory note about the activities of the Department, would probably have added to its value.

H. D. Gulati

New Education, Vol. September and December, 1954. Annual Subscription Rs. 4. Single copy Re. 1, 'New Educa-

tion' is a quarterly journal issued under the authority of the Director of Public Instruction, Madras.

THE journal contains articles that are of interest to both teacher and taught. Special mention may be made of 'A Note on the Importance of Attitudes,' which analyses the attitudes of Secondary schools' pupils of Kozhikode (Madras) towards school subjects.

Another article of some importance is "Leisure-time Activities of School Children". It gives insight into the attitude of about 800 High Class students of urban schools of Delhi and Punjab towards leisure-time.

The results of such surveys must be carefully looked into both by educators and educational administrators with special reference to the cultural and geographic environments of students.

The journal has two stock features, 'News' and 'Departmental Information' which record outstanding events and important departmental activities and are intended to serve as an independent source of ready reference for teachers and inspecting officers.

H. D. Gulati

Journals and Other Publications Received

C.I.E. Record.—Bulletin of the Central Institute of Education, Delhi, Vol. IV, No. 2, January, 1955.

Community Development Bulletin, Vol. VI, No. 1, December, 1954. Published Quarterly by the Institute of Education, University of London, Malet Street, W.C.I. Annual Subscription, 3sh. 6d. Editor: S. Milburn, M.A.

Compulsory Education in Pakistan.—This booklet, twelfth in a series of studies on Compulsory education is a Unesco publication, Price: \$1.25; 6/-; 350 fr.

Educational India.—Masulipatam. A monthly forum of Educational Theory and Practice. Annual subscription; Rs. 4/8/- Editor: Prof. M. Venkatarangaiya.

Indian Journal of Adult Education.—Vol. XV, No. 4, December, 1954. Published by Indian Adult Education Association. 30, Faiz Bazar, Delhi. Annual Subscription: Rs. 5/-.

Indian Journal of Meteorology and Geophysics.—Vol. 5, No. 4, December, 1954. Issued by India Meteorological Department. Annual Subscription: Rs. 12/-.

Indian Librarian.—233, Model Town, Jullundur City. Vol. 9, Nos. 2 and 3, September and December, 1954. A magazine devoted to libraries and literature. Editor: Sant Ram Bhatia.

Italian Cultural Digest.—Vol. 3, Nos. 8, 9, 10, 11 and 12. August, September, October, November and December, 1954. Issued monthly by the Italian Consulate, Bombay. The purpose of this magazine is to further better understanding between India and Italy. Printed at the Kanada Press, Bombay.

Jan Jivan (Hindi), Vol. 18, Nos. 36, 43, 45 and Vol. 19, No. 2, 4, 5, 6, and 7. Weekly journal issued by The Samaj Shiksha Board, Bihar, Patna-4.

Jan Shikshan, Vol. 16, No. 12, December, 1954, Monthly Hindi Journal issued by the Vidyabhavan Society, Udaipur (Rajasthan). Annual Subscription: Rs. 5/-.

Journal of Education and Psychology.—Vol. XII, No. 3. October, 1954. A Quarterly journal published by the Faculty of Education and Psychology, Baroda. Annual Subscription: Rs. 4/- Editor: T. K. N. Menon.

Journal of the Institute of Education of Durham University.—Vol. VI, No. 30, November, 1954. Publishers: Institute of Education, University of Durham, 10, Leazes Terrace, New Castle.

Journal of the Mysore State Education Federation.—Vol. VIII Nos. 3 and 4. Published by the Mysore State Education Federation, Bangalore-2. Annual Subscription: Rs. 3/-.

Nai Talim.—Vol. 3, No. 8, February, 1955, monthly Hindi journal issued by Hindusthani Talimi, Sangh, Sevagram.

Rebuilding Education in the Republic of Korea.—Report of the Unesco—UNKRA Educational Planning Mission to Korea. Published by Unesco. Price: \$1.75; 10/6; 500 fr.

Sahyog.—Vol. 3, No. 4, January, 1955, monthly journal issued from Simla and devoted to panchayat and cooperative movement. Annual Subscription: Rs. 7/8/-.

Shiksha Aur Mans Vigyan.—(Education and Psychology), Mental Testing Number, a bilingual (English and Hindi) bi-monthly issued from Calcutta. The journal is devoted to research and reorientation in the fields of education and psychology. Annual Subscription: Rs. 12/-; foreign sh.18/-.

Shiksha.—Vol. 7, No. 4, January, 1955, bilingual quarterly journal (Hindi and

English) issued by the Education Department, Government of Uttar Pradesh, Allahabad. Annual Subscription: Inland Rs. 7/-; Foreign Rs. 10/-.

Sunshine.—Shivajinagar, Poona-5, Vol. 1; No. 2, November, 1954 and Vol. 1, No. 4, January, 1955. Children's bilingual monthly (English—Hindi), Editor: G. S. Krishnayya. Annual Subscription: Rs. 5/8/-.

The Bihar Educationist.—Vol. 2, No. 3. July—September, 1954. A quarterly educational journal published by the Bihar Educationist Association, Patna-6. Annual Subscription: Rs. 5/- Editor: S. S. Varma.

The Mysore Economic Review.—Bangalore-2, Vol. 40, Nos. 11 and 12 and Vol. 41, Nos. 1 and 2. A monthly, devoted to a discussion of Socio-Economic topics and current affairs. Annual Subscription: Rs. 6/8/-.

The National Struggle (Past & Present).—The text of a lecture on "Pantjasila" delivered by Dr. F. W. M. Tiwon, Counsellor, on 19th October, 1954, on the invitation of the Rotary Club, Ghaziabad; Published by the Information Service, Indonesia, Embassy of the Republic of Indonesia, New Delhi.

The School World, Belgaum.—Vol. XX, No. 1-2, January-February, 1955. A bi-monthly journal devoted to educational and cultural topics. Editor: K. G. Warty. Annual Subscription: Rs. 3/-.

Unesco Bulletin for Libraries.—Vol. VIII, Nos. 11 and 12, November and December, 1954, 19, Avenue Kleber, Paris-16.

Youth and Fundamental Education.—An illustrated booklet, ninth in a series of monographs on Fundamental education published by Unesco. Price: \$1.75; 9/6; 450 fr.

INDEX to Articles

KEY TO ABBREVIATIONS

- + Continued of later pages of same issue.
D December
N November
O October
S September
b Bimonthly
m monthly
no Number
q quarterly

The following is a sample explanation of abbreviations used:—

Bhargava, C. P.

Teaching English to higher classes. Educ 33 no 12: 17-19 D '54.

The articles of C. P. Bhargava will be found in Education volume 33 number 12 on pages 17 to 19 of the December 1954 issue.

LIST OF PERIODICALS INDEXED

Adult Educ Rev—Adult Education Review. G. H. Rau, South Indian Adult Education Association, Madras-1. (m).

Bull Phy Educ—Bulletin of Physical Education. Sri Aurobindo Ashram, Pondicherry. (q).

Educ—Education. Rs. 10/-. Prop. T.C.E. Journals and Publications Ltd., P.O. Box 63, Lucknow, (m).

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Student Indiscipline

ANY opinion by an elderly person on the subject of student indiscipline is apt to be unceremoniously brushed aside as coming from one who is not fully conversant with the conditions, aspirations and difficulties of the present-day youth, and who is harping continually on the memories of his old experiences, now grown dim through lapse of time. Frankly there is some reason for this distrust, as one is often too apt to sing the praises of the good old times and to dislike any novelty simply because it is new. One has got, therefore, to be continually on guard lest his subjective impressions colour the objective presentation of the problem. Various questions must be dispassionately considered before we can form a true opinion on the matter. If there has been a growth of indiscipline, how has it been brought about? Has the change in our social conditions contributed to it? Are the students alone responsible for it, or should the responsibility rest also on their guardians, their teachers, the national leaders in politics, in religion, and social life, and, last but not least, on the rulers of the country?

It is very difficult to define indiscipline. The definition must obviously change with current social ideas. Some time ago a teacher was supposed to be able to maintain discipline in his class if there reigned absolute silence in it even when he was absent. Now there is a greater recognition of the desirability of a certain measure of

active participation in the work of the class on the part of the pupils even when the teacher is present. High spirits are no longer frowned upon, if their manifestation is kept within reasonable bounds, and a sense of humour among teachers as well as pupils is looked upon as a help in keeping up the efficiency of an institution. Similarly there occur continual changes in the behaviour of youth in the matter of externals. Thus to a man of my age the way in which most of our young men, and many of our young women, dress appears almost outrageous, but then I must have appeared equally outrageous to those who were students about 1870, if one can judge from pictures of those days in which they appeared in the class wearing big turbans or other inconvenient head-dress. Fifty or sixty years ago we used to regard a buttoned-up coat, a cap and a well worn dhoti as the essential of a decent dress for a young Hindu, and a minimum exposure of the bare skin of the arms and the upper part of the bust, a neatly worn sari, nine yards in length (in Maharashtra), three or four bangles on the forearm, a not too microscopic red kumkum spot on the forehead, and hair parted in middle and tied up into a bunch at the back, as the *sine qua non* of modesty in a young Hindu girl. English dress with trousers, neck tie and collar was regarded as the characteristic mark of a dandy, and a five yard sari worn in the fashion of the north as a sure indication of a fast girl. But I am afraid

we older men must learn to tolerate these present new fangled fashions, painful as the mental adjustment must often prove.

Discipline should have reference only to the more serious elements in a man's or woman's conduct. Anything that is likely to be harmful, to one's fellow beings, that is calculated to interfere with the smooth working of any institution with which one is connected, whether it is a school club, an educational institution, a factory in which one works, a political party, or even the government of the country, that denies to another that liberty of action which one claims for oneself, and, above all, that which is inconsistent with proper courtesy and consideration for members of the other sex, is a sign of indiscipline. Very often such acts of indiscipline are due to mere thoughtlessness, but one must train oneself to think of the possible effects of even minor actions on others. Thus we often find students walking four abreast on a narrow footpath or throwing banana peels or pieces of paper on the road instead of in a dust bin or at least on one side, and, more serious still, making audible, and occasionally indecent, remarks on girls passing them on the street. At a cinema theatre if some do not like a picture, they make a great noise preventing other spectators from enjoying it; the proper way of showing one's disapproval is to leave the theatre quietly. Stamping and other kinds of disturbance are a common feature of many classrooms. All such conduct is an exhibition of rudeness and indiscipline unworthy of students who will one day be the leaders of the country. Most of these may appear to be small matters but they

only point to the want of a proper sense of citizenship in our people and unhappily even in our young men. A disciplined young man must learn to keep his exuberant emotions under control.

An unfortunate cause of the growing indiscipline among our students is their sense of frustration, their disappointment at not always reaping the fruits of the work and money they spend in acquiring their education, and the increasing unemployment among them. I am afraid many of our public leaders, whether they are competent to make pronouncements on educational questions or not, help indirectly in accentuating their dissatisfaction with the education the pupils receive, by constantly dwelling on its defects and insisting that nothing less than a radical change in our educational system will meet the situation. The students' attention is called away from whatever benefits they can derive from the present system, unsatisfactory though it may be, and their only aim thus becomes the attainment of a degree by any available means, as the certificate of a degree has still some market value. To this feeling may be attributed the many scandals attending our public examinations, like the leakage of the question papers, strikes of examinees on the plea of the unsatisfactory nature of the questions, unfair practices like copying and impersonation, personal attacks on invigilators, and attempts at getting at the examiners. The enormous numbers of candidates at most of the examinations have made their proper organisation a matter of extreme difficulty, and they are fast becoming a kind of gamble. The lack of a sense of duty among teachers

and examiners is also a serious element in the present parlous state of our education, for many, even the best among them, are engaged in the dirty game of educational politics rather than in their proper work of teaching and interesting their pupils in their subjects. If, therefore, there is greater indiscipline among students, a part of the blame must be laid at the door of their teachers who are expected to give proper guidance to them.

A good deal is heard nowadays about the excessive importance attached to public examinations. It is asserted that the attempt to assess the work of a whole year in a subject by means of one or two question papers of three hours is bound to be a kind of lottery, that the questions may omit those parts which a candidate knows well and emphasise those that he has neglected, that the candidate, even though well prepared, may be seized with a kind of stage fright and may not be able to do himself justice, that too much depends on the idiosyncrasies of one or two examiners, that the same script valued by two equally competent examiners may be given widely differing marks, nay that a script valued by the same examiner at two different times may get widely different marks, and that on the result of the examination often depends the whole future of a student. There is a great deal of force in all these contentions. It may, however, be mentioned in passing that while, on the one hand, the examination system is widely criticised, there is, on the other hand, much popular demand for such concessions as allowing candidates to appear for examination as external students without having to go through a regular school or

college training. While this negative criticism of the examination system is largely justified, no better alternative has yet been devised which will avoid too much dependence on the personal factor. Mere tinkering with rules about percentages and grace marks will only result in the lowering of our standards of our education, deplorably low as they already are. Theoretically the only way to reduce the importance attached at present to examinations is to judge the whole year's class work on well considered reports of the teachers and the heads of the schools or colleges, though these will also depend to a very great extent on the personal factor. It is unhappily too true that these teachers cannot generally be trusted to give honest reports. Prejudice, favouritism, outside influence, desire for promotion or popularity, even pecuniary inducements are likely to have great weight in the preparation of these reports. The experience of Bombay in allowing schools to certify proficiency in some subjects at the Matriculation or in asking the colleges to conduct their own examinations for the first year course has not been too happy. This constant harping on the unsatisfactory nature of examinations has an insidious effect on the discipline of students who unconsciously feel that honest work will not always procure adequate reward, and who therefore get into the habit of doing the very minimum required under the rules and depending on guide notes, abstracts or private coaching rather than on an adequate study of their subjects. The habit of scamping work acquired at school or college does not remain confined to their academic studies but has a sinister effect on the general character of the students even

in their after life. The question of students and politics is hotly discussed not only in India but in every country where any discussion of public questions is at all allowed. But during the last hundred years of the British rule it acquired a special importance. Before independence most of our college and university students were absorbed in political discussion, and our political leaders often found in them a ready means for staging mass demonstrations against the foreign government. They were often told that national interests required them to give up their studies and take a prominent part in political activities like picketing, law-breaking and other forms of *satyagraha*. A few even left their schools or colleges in the middle of their studies, and several of them, I am reliably informed, repented of this step, though too late. Some of us who tried to dissuade the students from this premature participation in the hurly-burly of politics were denounced as unpatriotic old fogeys or even as the paid or unpaid agents of British imperialism. We thought that the proper role of the student was to apply himself to his work and to study dispassionately in his spare time the various questions before the country from all sides and prepare himself for the larger political life for which the leaders were striving. Naturally these activities during the days of the independence struggle loosened the habits of discipline and steady work. Now that independence has come and the foreigner is no longer at hand to serve as the *corpus vile* for his demonstrations, invective and abuse, the student is inclined in many cases to use the present government itself as the objective of his turbulent activities or to accept the Communist ideology and methods and

the consequent anti-capitalist point of view, for he must be *anti-something* or other. Even the socialist appears to him to be a kind of a muck-and-water being, even as the old liberal appeared in former days to a red-hot revolutionary, or the staunch reactionary.

The encouragement of our leaders has naturally led to a considerable loosening of discipline. The students are importing the methods of political or trade union agitation into what ought to be the serene atmosphere of our educational institutions. We read of strikes, picketing and fasts undertaken to attain comparatively commonplace objectives, like the retention of a teacher whom the management intends to transfer or retire, the refusal of permission to some students to appear for an examination owing to unsatisfactory work during the year, the grant of a holiday in memory of somebody or in celebration of some public event, a change in the dates of the examinations etc. One has heard of workmen's strikes because water in the pithead baths was not warm enough or because there was short supply of beer in the public houses near the place of work, but most of the strikes of students seem no less ridiculous. Occasionally, as at Indore recently, the students' demonstrations have had lamentable consequences. Is it too much to hope that the managements and the teaching staff should use their good offices to eliminate such exhibitions of indiscipline on the part of the students? But occasionally the teachers themselves resort to similar methods in getting their grievances redressed, and the students are only too willing to follow their example. If there is

a good understanding between teachers and students, if the latter respect the former and regard them as their guides, philosophers and friends, if students' representatives are heard when any changes in academic life are in contemplation, I am sure most of such unpleasant manifestations will disappear; but the managements, the teachers and even the educational departments of states should ordinarily avoid any show of imposing their authority by the use of the big stick and should take the students into their confidence.

There is no objection to student taking an interest in politics. In fact as future electors and as potential leaders of the country they should acquaint themselves with the various political, economic, social and cultural questions that concern their motherland. The teachers should, however, impress on them the need of a study of all sides of a question by reading books and newspapers, by discussing them in their unions or clubs, by taking every opportunity of listening to eminent leaders in all fields and by attending occasionally the sessions of parliaments or local bodies. But if students' associations pass resolutions on public questions and expect them to carry any weight with the powers that be, it should be impressed on them that they are making a great mistake. They are entitled to express opinions on matters that actually concern their academic life, and any reasoned representations from them will of course be carefully considered. It is, however, necessary that these things should be done in a responsible manner. In pre-independence days any contact with extreme politicians was frowned upon, and restrictions in such matters only confirmed them

in their extreme views. It should be realised by the authorities of educational institutions that students are of an age when emotions are easily roused and extreme views, whether of the left or right, appeal more than counsels of moderation, this often produces difficult situations, but they must be treated in the initial stages with tact and sympathy if they are not to get out of hand. Appeal should be made to the higher feelings of students, and the necessity of enforcing disciplinary measures should as far as possible be avoided. But if in any exceptional case a clear case exists for disciplinary action the authorities would do well to stand firm and not yield to agitation. The impression that anything, whether reasonable or unreasonable, can be achieved by mere rowdiness or agitation, is, if it is all wide spread, the surest sign of some defect in the administrative machinery itself. The student body as a whole is not really not bad at heart, and in most situation is amenable to reason if it is satisfied about the sympathy and good intentions of their advisers. The most efficient educational institution is one in which the pupils look rather to their teachers than to outside leaders for guidance not only on the regular subjects of study but on other matters in which they feel interest.

Every attempt should be made to encourage corporate activities among students and teach them to manage their own affairs honestly and in the public interest. Small mistakes should be brought to their notice and they should be asked to correct them themselves. It is often found that some students use their school or college societies and clubs for selfish ends, and the authorities, while leaving

them to manage their own affairs according to their own desires, should insist on frequent audit and inspection of their own finances. The need of perfectly straight dealing in money matters where public moneys are concerned should be brought home to them from the first and no intentional lapses should be excused, though, mistakes due to mere ignorance should be sympathetically dealt with. The students should be made to realise that official positions in their bodies should be sought only for the opportunity they offer for public service and not for personal profit. Unfortunately they often have undesirable examples before them in the person of their teachers themselves who are known to use their position for feathering their own nests in the form of examinerships, patronage for their books etc. Such teachers should be dealt with even more severely than the students who are guilty of the misuse of public funds. Even the public generally does not, unhappily, show a strong sense of disgust in the matter of cases of corruption and patronage among men occupying responsible positions; but if our public life is to be pure in future, we must begin with our young men and women and impress on them the absolute necessity of unselfish public work.

Perhaps the most effective means of promoting discipline among our young men and women is to encourage as much as possible their participation in manly sports. But this participation should ordinarily not be in the form of merely passive spectators. The efficiency of an educational institution can be well estimated by the percentage of its pupils taking regular part in some game or other. Physical training in a gymnasium is

useful for the proper building up of the body, but team games played in the right spirit have the additional advantage of fostering discipline, and teaching students to work for the side, and not merely for individual distinction. But the students should be made to realise that success in matches is not everything; the spirit in which games are played is all-important. If there is undue emphasis placed on success alone, the result would be a lowering of character and discipline. Unfortunately on several occasions one finds teams intent on winning anyhow, and consequent riots, mobbing of umpires and other undesirable incidents are not uncommon. The teachers and managers of games should keep a firm hold on the players, and no amount of skill should excuse unsportsmanlike conduct on the part of a player.

A cognate subject is regular training either in the National Cadet Corps or in organised camps for doing useful manual work like the *Seva Dal*. The recent movement for encouraging *shramadan* started by Acharya Vinoba Bhave deserves every support. Such training will not only be good for the proper physical development of the student but will impress on the participants the dignity of labour, however humble, impress upon him the duty of obedience to rules, lessen the distance between the rich and the poor, reduce the unhappy communal tensions by bringing all classes together, and make him an independent minded individual. The great advantage of having trained and disciplined citizens, ready to command or obey as occasion requires, need not be particularly stressed. The habits of discipline inculcated in the formative period of youth will continue after

the student has left his school or college. It must, however be emphasised that the training should be thorough and should be spread over the whole course of education so that it should become a second nature.

The older generation is often heard complaining that the younger generation does not show proper respect to their elders, and attributes it to the education it is receiving. But I am inclined to think that the blame for such a state of things, if it at all exists, must be shared by both sides. Each side should make allowances for the other; one should not expect too much deference, and the other not claim too much independence while it is not economically self-supporting. The joint family system is fast disintegrating, and as soon as the younger men begin to earn their living they should not be too much interfered with. A more serious complaint is that young men are not sufficiently polite and chivalrous to the other sex and are often downright rude. There is some explanation for it, in the fact the two sexes have only recently begun to come together in schools, colleges and universities, and their mutual relations have not had time to adjust themselves; but explanation does not mean excuse. Occasionally some young women who have only recently come out of their old state of seclusion show themselves to be too emancipated and are inclined to disregard all the old accepted rules of modesty and decorum. They should realise that the emancipation has reference not to external but to the much more important moral, mental and social qualities. I believe this state of things will right itself in time, but any rudeness of behaviour

on the part of either young men or young women should be sternly repressed. It is no doubt true that such acts of indiscipline or rudeness are characteristic of only a small minority, but the majority silently acquiesce and consider it no business of theirs to protest against them. It is only by improving the general tone of the educational institution and of society in general that a permanent improvement will come, but the teachers should do their best to effect this improvement, firstly by setting a good example themselves, and secondly by getting the better elements among the youth to assert themselves and repress the unruly minority which brings discredit upon them.

The students are a part of the general community and their standards of behaviour must naturally reflect the prevailing standards in the country. Complaints about student indiscipline are really a reflection on our society in general, and if we desire any improvement in the student world it can only come ultimately from a general improvement in the tone of our people as a whole. A great responsibility rests upon our leaders as well as teachers. If they set a high standard of rectitude, consideration for others, truth, justice and fair dealing in their public as well as private lives, I have no doubt that the students will not be backward in following them. But if they merely talk big and enunciate high moral principles but are characterised by selfishness, untruthfulness and injustice, if there is little correspondence between their words and actions, no amount of clamour about student indiscipline will be of much avail in eradicating this evil.

R. P. Paranjpye

CRISIS IN EDUCATION

II. WHAT SHALL WE TEACH?*

I DISCUSSED in the first of these articles the form which secondary education should take and the supply of teachers. The urgency of these problems must not distract us from questions of the content of education.

In recent years a preoccupation with organisation and method, and the increasing knowledge of psychology and a changing philosophy of life, have directed our thoughts away from the curriculum to the child. The modern teacher is told that he must be interested in the individual rather than the subject; the aim of education is to a much less degree than formerly considered to be the mastery of a certain body of knowledge.

This change in emphasis has been most obvious at the primary stage. Combined with a much freer discipline it has led to changes at that level which have been very remarkable indeed. That on the whole they have been beneficent anyone who visits a good primary school must agree. One of the most revolutionary educational changes of the past fifty years has been the immensely greater happiness in the atmosphere of schools which makes them places to which children really want to go.

But some of these changes in attitude are not without their critics. It is often

claimed that children at eleven are much less well-grounded in the 3 R's than they used to be. Alarming figures of illiteracy are produced and misinterpreted to show that we need to go back to what is sometimes envisaged as a glorious past in which all children could read and do sums with remarkable accuracy and speed.

Though I write without special knowledge, other than that obtained by dealing with the secondary education of some of the best of primary school children, most of the criticisms of the primary schools seem to me misguided.

It is true that some of their products lack the basic skills that we should ideally like them to have, but such shortcomings have surely always existed. They arise from the sheer inability of some children to learn and to a much greater extent from over-large classes and crowded schools.

It is true that some educationists have tended to over-emphasise activity methods and to decry the necessity for teaching something if one is to teach at all. A new technique, useful, perhaps, in the hands of some exceptionally gifted reformer, inevitably becomes crystallised into a new orthodoxy, and we forget that its success is due less to its own merits than to the gifts of the individual who employs it.

*By courtesy of Dr. Eric James and "The Sunday Times", London. This is the second article in the series—"Crisis in Education". The third and the last article in the series will be published in the September, 1955, issue of "The Education Quarterly".

WHAT SHALL WE TEACH

My own view is that the majority of teachers in primary schools still recognise that the inculcation of the basic skills by whatever method they find best is, and should be, their main object. One is amazed more at their success in attaining it than at the few inevitable failures.

Of the studies of the secondary modern school and the technical school I will say nothing. There we have a new and relatively unexplored field in which the problems of objective and method, of the right emphasis to put upon vocation, and of the effect of examinations, will have to be solved by a process of trial and error, of thought and discussion, by those who teach in them.

The curriculum of the grammar schools has a longer history; because it concerns those who will inevitably bear the most responsible positions in our national life, it is all the more important that it should rest on sound principles.

A hundred years ago, in Arnold's day, that curriculum was, by and large, exclusively classical. French might be taught by a visiting master; in a few schools occasional lectures might be given on science. But Latin and Greek, with a little ancient history and mathematics, formed the core of the curriculum.

The last fifty years have seen that core of agreed learning disintegrate rapidly and completely, leaving a few relics, such as the demand for Latin at Oxford and Cambridge. The needs of commerce and industry and the growth of knowledge have led to a multiplication of subjects that would have seemed impossible to most 19th-century school-masters.

It is almost unthinkable in the modern world that a boy or girl should go through a grammar school without learning any science at all, or the rudiments of a modern language. If he is to be considered educated he must know some history and geography. The study of his own language is obviously fundamental. Nor can we exclude the arts, even from the most academic grammar school. And so the list goes on.

In place of a unified curriculum we have a conflict of rival subjects. On the other hand the need for highly qualified experts in every field, particularly in science, has led to a demand for higher standards of attainment in the schools, and a corresponding increase of specialisation. We are faced with rival and contradictory demands for breadth of interest and intensity of knowledge.

In response to this situation, the grammar schools have developed a characteristic pattern of studies, in which the pupil advances on a broad front until the age of fifteen or sixteen, and then in the sixth form specialises fairly intensively on two or three related subjects to which he will devote perhaps two-thirds of his time.

This idea of a specialised sixth-form education is, in fact, peculiar to this country. In the United States there is, in general, no recognised core of studies upto the age of sixteen; still less is there a possibility of work in a few subjects of anything like sixth-form standard. In other European countries, though academic standards are high, the number of subjects that are studied to the end of the school course is considerably greater than in this country.

The price that is paid is a longer university course.

The inevitable growth of specialisation in our schools is a matter of keen controversy. We hear much, in particular, of the illiterate scientists who go to the universities, not only with no interests outside their laboratories, but incapable even of writing clear and straightforward English.

The schools blame the universities for the high standards that they expect from their entrants; the universities blame the schools for sending to them undergraduates who have been crammed rather than educated. One university college has introduced the radical solution of lengthening the degree course to four years and providing a first-year survey of Western civilisation in its various aspects which must be taken by all students.

But on the whole, in this country, we have hitherto assumed that a student's general education was a matter for the school. We need highly expert physicists and engineers, but we also know that the same social conditions that make their particular skills so necessary also make it vital that they should not be simply physicists and engineers. If these men are to play a proper part in controlling and interpreting the world they create they must be educated human beings, with some acquaintance with—with what?

In the modern world what background of general education should an intelligent man possess, whatever his special line? And if we can agree on the answer, how are the schools to inculcate it?

I do not think that it is yet possible to give a simple and straightforward

answer to these questions. We are beginning to see that the mere demand for Latin for scientists or science for humanists as tested by an elementary examination does little to bridge the gap between them.

I believe, myself, that the problem is actually often exaggerated and that the disintegration of knowledge and of culture is not by any means as immediate a danger as it is often claimed to be. I do not find, for example, that the barriers of incomprehension between the arts student and the scientist are nearly as marked as is sometimes claimed. Differences that actually arise from varying intellectual capacities are often assumed to be the effect of divergent courses of study.

It is perhaps true that there is a widespread incapacity to write with real simplicity and relevance, but we sometimes forget how difficult an accomplishment this is. The plain fact is that, in condemning many of those who leave our schools for the universities and professions as "dim" and lacking general education, we too often forget the effect of their home backgrounds.

This is a point to which I shall return in my next article. Here it is sufficient to point out that until quite recently the boys and girls in our sixth forms were either outstandingly able or came from good homes, where books and music were to be found. Today the "silent social revolution" of immensely increased educational opportunity has altered this state of affairs.

Many of those in the sixth form, even many of those going to universities, are not sufficiently outstanding intellectually to educate themselves easily and spontaneously; they come from homes which can provide no cultural stimulus of any kind whatever. Their social immaturity accentuates the impression that they give of knowing little and caring less about anything apart from the chemistry or French that they have studied so doggedly.

We must beware that the remedy we propose is not worse than the disease. If we seek to broaden their minds by multiplying their subjects of study, with examinations attached, their anxiety to succeed will leave them no leisure for the only true road to general education at this level—reading, or looking at pictures, or making music for oneself, or talking informally to contemporaries and teachers.

The nineteenth-century curriculum was, by our standards, grotesquely over-specialised; yet it produced a number of men of the widest general education, because they were neither over-taught nor over-examined. I believe a number of schools are learning this lesson; I am not so sure about some departments in some universities.

In this pursuit of general education I believe, too, that we can make more use than we usually do of the special interests of the pupil. It is a mistake to think that only the things that a boy or girl learns which are unrelated to his chosen subjects contribute to his general culture. The strength of the grammar-school sixth form is that it gives an opportunity to study a few things well. To go fairly deeply into

a subject, even on a narrow front, is itself a very valuable educational experience.

Ideally such a study provides in addition a centre from which other and wider interests may grow if they are stimulated. But that depends upon really good teaching. Here once more we come back to the quality of the teacher.

It is usually the man who is, for example, a good scientist himself who will encourage his pupils to be something more than scientists; it is he, rather than the man with mediocre ability, who will have the quality of mind to show by the chance word or the calculated irrelevancy that knowledge is ultimately a unity and not a mere collection of unrelated particles. The readiness of such men to teach will be one of the factors which determine whether the schools can provide for their pupils the stimulus and the background, which in many cases their homes cannot give, that are necessary to transform the narrow specialist into the humane personality.

The grammar school curriculum is often criticised because it is "over-academic" as well as being too specialised. In fact, this conception of the grammar school curriculum is utterly inaccurate.

Quite apart from the high standard that many such schools reach in art and practical work of many kinds, it is from them that are largely recruited the higher technologists going into our universities and technical colleges. If that stream is not yet broad enough, in great measure this arises not from the nature of the school

curriculum but from the preference of the pupil for the study of pure science.

* * * *

As for the broader question of the value of academic studies in themselves in relation to the needs of the modern world, no mistake can be greater or more harmful than to regard them as remote from the problems of life. For a minority of very able people of high linguistic ability, for example, I do not believe that any educational instrument has ever been devised that is as good as the Greats course at Oxford—and I am not thinking simply of the development of the individual but also of his service to the State.

Why should one say this of something as superficially remote from our own world as the study of ancient languages, literature and philosophy? Because through it the student learns to handle language and hence ideas; because it is impossible to pursue it without facing repeatedly the perennial problems of human experience and conduct. The questions that occupied Thucydides and Aristotle and

Aeschylus are ultimately the problems that concern any man living in society.

It should be the aim of any higher education to ensure that sooner or later, by one means or another, every student capable of it should realise that those problems exist, even though, for the great majority, that illumination will no longer come through the classics, at any rate in their original tongues.

* * * *

In what I have written I do not wish for a moment to give the impression that I am complacent about the grammar school curriculum. It has changed in the past and it must go on changing. But the principles by which it attempts to meet the dual challenge of providing an education that shall be both general and specialised are, I believe, fundamentally sound.

The ways in which the same general principles can be applied to the work of other kinds of secondary school must receive, as they are receiving, the most careful thought and the boldest experiment from those who teach in them.

AN EXPERIMENT IN ART EDUCATION

DURING the last week of August, 1954, tents and *shamianas* were pitched in the spacious grounds of D. B. High School, Jharsa, a village in the district of Gurgaon (about 22 miles away from Delhi), in order to start arts and crafts classes for the villagers. In one day's time the whole place hummed with activity; young and old, women and children flocked round the enclosures to see paintings and sculptures; clay models, vases and jars; masks, chicks and basket exhibits. Some demonstrations were also arranged, potters at the wheel; weavers weaving chicks and baskets; painters busy in designing and painting motifs; modellers casting jars and shaping toys. Thus interest was aroused amongst the villagers and we began planning the time-table for various classes.

Boys and girls from the local schools of Jharsa and also from other adjoining villages came to attend the classes in arts and crafts and the teachers also participated in learning arts and crafts. The keynote of the whole programme was that the young students were to be given the option to join arts and crafts according to their choice and aptitude. Particularly classes in painting, clay modelling and basket-weaving were very popular and crowded. Four such classes were arranged from 12 p.m. to 6 p.m.; each of an hour and a half's duration. Thus 220 boys and girls, 30 adults and professionals and 18 teachers were on the rolls at the Centre.

A camp of Bharat Sewak Samaj including about 100 boys was also concurrently running during this time at Jharsa. The age of the campers ranged from 15-25 years, and the participants were drawn from the various schools and colleges in Gurgaon district. These boys like other students at the arts and crafts centre, were not only given an opportunity to express their thoughts, feelings and emotions in creative activities, but were also encouraged to take up a particular art or craft as a profession for later life.

This art and craft centre was established as a pilot project at Jharsa with the following aims and purposes in view:

1. To provide the villagers and students facilities and guidance to express themselves in painting, drawing and clay modelling, so that creative work could be encouraged in their environments.
2. To enable the village folks to select through these media of expression an art or craft that they would like to pursue as a profession.
3. To impart guidance and suggestion for improvement of quality in design, colour and form to those already who have taken up some craft as profession, so that the product may reach a higher standard.

in æsthetic and functional values.

4. To emphasise through exhibitions and publicity of the arts and crafts work, the role of such activities in the midst of village environments for the uplift of village economy.

5. Since villagers have a tradition in line, colour and form which the craftsmen have inherited from their forefathers this centre aimed to encourage new forms and techniques in order to revive the folk arts.

6. To serve as a recreation centre for the village folks where creative work is to be combined with education. Recreation combined with education helps in developing healthier personalities by providing at the same time opportunities for earning livelihood.

The classes at the centre were divided into three groups, i.e., children, adults and professionals. The children were encouraged to develop powers of æsthetic appreciation by way of work in drawing, painting and clay modelling and training was also imparted in the basic principles of crafts work. The adults were encouraged to take up an art or craft as a hobby which would prove to be a worthwhile occupation in off season. Special lessons were given to the professionals in order to improve the quality as well as the quantity of their products and also add an individual touch to their works.

Encouraging results were shown by the students of this centre. Paintings

with exuberance of colour and depicting fantastic forms were executed. Clay works were exquisitely moulded in formal symbolism depicting the shapes of animals, gods and goddesses. Jars and vases were given shapes on the potter's wheel and later on decorated in colour with unsophisticated motifs and traditional patterns. Thus by the form and colour produced that it was evident originality and creative genius lie hidden in these rustic environments and given the opportunity help many a great artist and worthy craftsmen would come to the surface, and blossom in the villages of India which constitute almost 85 per cent of the total population of our country. In order to acquaint the village folk with national schemes, murals on the Five-Year Plan were also painted by members of the staff and students of the Centre in the verandah of the school. Children and staff of the school with a cooperative effort prepared chicks for the verandah and created an additional space to hold classes.

Towards the evening we collected the boys who showed good progress in creative work and went around the village lanes painting murals and decorative motifs, thereby adding charm to the drab life of the village. The villagers reciprocated in either cleaning or repairing the mud walls of their huts in order to have the decorations done. Thus sanitation and hygienic conditions also improved and the village presented a glimpse of æsthetic beauty.

Another salient feature of our activities in the village was the formation of a cultural club and the erection of an open-air theatre through the



Clay-modelling demands concentration



Finished product—a work of originality and creative talent



Children's painting class

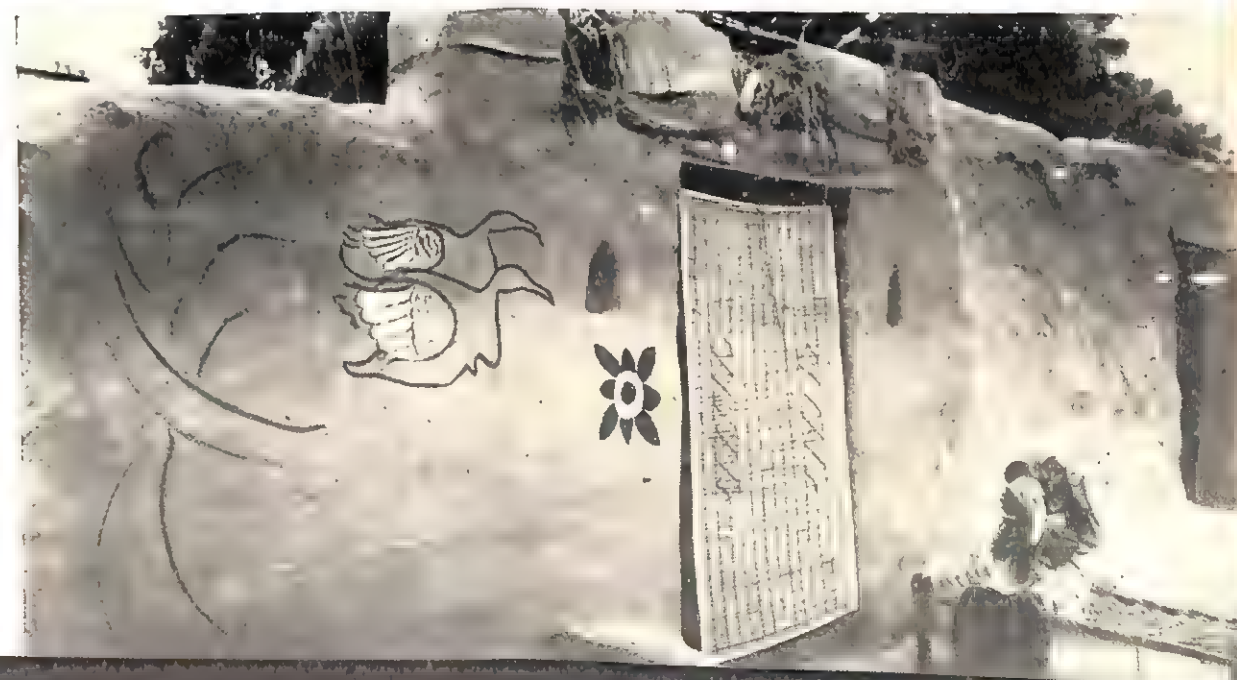


Free and uninhibited expression

Murals on the walls of
villagers' huts



Child drawing



voluntary help of the villagers. Dramas and plays were staged to the appreciative public of the village. Surely this open-air theatre will go a long way in giving opportunities to the villagers to organise dramatic events! They will perhaps stage their folk-tales and legends, the revival of which will add charm and richness to their lives.

An Exhibition of the work of the students of the centre was arranged after four weeks and prizes were dis-

tributed. Ways and means were devised to place this Centre on second footing under local leadership and some money was allotted from National Extension Service Block Social Education Fund. The village teachers who received training in various arts and crafts were appointed to take over the classes. Jharsa remains a village where arts, crafts and cultural activities will have a healthy growth. Would that there were thousands of Jharsas revitalising our cultural heritage!

Amar Nath Sehgal

CURRENT CONTROVERSIES

We publish below two replies, one by J. A. K. Martyn, Headmaster of the Doon School, and the other by Major-General E. Habibullah, Commandant, National Defence Academy, Khadakvasla, Poona, to an article entitled "SHOULD PUBLIC SCHOOLS BE ABOLISHED?" by Mr. Udai Pareek, published in the March, 1955 number of 'The Education Quarterly'.

Should Public Schools be abolished?

I

It seems to me that there is a certain amount of distortion in Mr. Pareek's article entitled "Should Public Schools be Abolished?" For example, he quotes five lines from the Report of the Secondary Education Commission, but includes within the inverted commas seven lines of his own which do not appear in the Report. Possibly the printer's devil is mainly to blame. In another place however he creates the impression that Sir John Sargent was opposed to Public schools, whereas a fuller quotation would show that Sir John believed that their merits out-weighed their defects. Mr. Pareek says "Even John Sargent has admitted that the product of these schools is 'limited in its intellectual range, narrow in its sympathies, and arrogant in its assumptions'". What Sir John actually wrote was "the product of the Public school may be limited in its intellectual range, narrow in its sympathies and arrogant in its assumptions, but at the same time it displays a capacity to set up, and abide by, standards of conduct and a readiness to accept responsibility, qualities which must form an essential

part of the equipment of any real public servant". Whether Mr. Pareek has dealt equally fairly with the other authors he quotes it is impossible to say. There has, however, never been a time when Public schools in England did not arouse strong criticism. Part of this criticism has simply been a case of sour grapes. Part of it has come from writers who were themselves unhappy at their schools. There is evidence that genius is not gregarious enough to enjoy life at school. Part of the criticism has been valid and has led to reforms. It would however be very rash for anyone to assess the value of the Public schools of England by the remarks of the critics. If all the critics said was true the Public schools could scarcely have survived. That they do survive in spite of higher fees on the one hand, and higher taxes and lower incomes on the other is incontrovertible proof that their supporters far outnumber their critics.

It is a pity that Mr. Pareek does not pay more attention to what Public schools actually are and actually do. His article consists mainly in quoting other people's opinions. A Public school may be roughly defined as a school, usually residential, which is adequately equipped to give an all-

round education, an education which makes the fullest possible use of games and extra-curricular activities. The days when it was even remotely true to describe the education as "a system of organised cruelty which effectively atrophies any emotion or humanity the new comer may have brought with him" were left behind 30 or more years ago. I feel convinced that if Mr. Pareek could see for himself he would admit that there is little wrong in the education given. But we must admit that it cannot be made available for all. It is however not logical to say that all things not available to everyone are bad. University education, motor cars, appreciation of music: there are many things not available to all but they are not therefore bad. Mr. Pareek is obviously a democrat, but his recipe for the establishment of democracy would seem to be the one so commonly advocated these days of levelling down. It is rather as if because the shortest man was only four and a half feet tall we decreed that no one could be taller. The results of such a policy would be an extremely monotonous uniformity. I submit that Public schools should not be abolished. If they are to have State aid it should be limited to what the State would spend on the education of their pupils if they were not at Public schools, and to grants for scholarships.

J. A. K. Martyn

II

PUBLIC schools are essentially a British development of the 18th and 19th centuries during the time when imperial power was rapidly exceeding mental and administrative capacity in the country. Is it a wonder then that many of the poorer products of public schools are quoted as symptomatic of their class?

Critics forget that the great age of "Pax Britannica" and the surge of liberal thought, which swept tiny Britain to the forefront, owed its foundation to the product of Public schools.

It is irrelevant to say that Public schools are undemocratic because they are expensive. They are the teachers of democracy, in fact; for a Maharaja's son has to take his turn as a 'fag' with a government-aided boy. The school may be expensive, but that is because it refuses to lower its standards of education. Is not the economic system current to be blamed, rather than a school which has to survive therein?

Reckless criticism and massive quotations from critics is not good enough; nor is blind stoical support. A frank understanding is necessary of what should distinguish a Public school from other Secondary educational institutions.

First, a good Public school does not employ on its teaching staff any but the best. Thus, the school and university records of the staff are brilliant and include a galaxy of blues, athletic prowess, scholarships and first class degrees. The headmaster of such a school should be not only a distinguished scholar out a person who has a reputation as an educationist. The example of Sir Cyril Norwood, a Headmaster of Harrow, comes to mind. He took up this appointment from Bristol Grammar School, because he had progressive ideas in educational reform.

Secondly, the alumni must most certainly have to qualify at the equivalent of a common entrance examination; a certain amount of indulgence being shown to boys with physical prowess or marked promise in any form of art.

Thirdly, every boy starts at the bottom and works his way up in the school hierarchy, being closely connected with all the facets of the school's life. This not only teaches clean ambition but the dignity of work. It also brings home the presence of other 'pebbles on the beach'. To inculcate this to the full, there is no doubt that the Public school must be primarily of a boarding type where boys stand on their own merit away from parental protection. It is often the charges for boarding that are the target for critics. Lower charges would mean, ill-clad, ill-fed boys. How many parents would want this?

Fourthly, the organisation of life ensures close teacher-student relationship. Thus, the direct influence of the hand-picked teacher has a healthy influence on the student.

Fifthly, the sense of duty and tenacity and, at the same time, the scholarly atmosphere combined with hobbies, handicrafts and competitions develops self-reliance and initiative.

Many critics who decry Public schools fail to point out that Public schools exist because there is a need for them. It would be wrong of the government to interfere in the running of such a school, for its very progress depends on competition and the ability to adapt itself to the needs of the day.

A Public school does not necessarily have to conform to the needs of Basic education; for the latter is also only a means to an end and not an end in itself. That schooling is costly is because the best does cost money. It is,

however, desirable that those deserving it, do receive the best. Here the government can assist by giving freely scholarships in the form of free board and lodging to boys with brains and above average promise.

It is time loose thinking about public schools ceased. Incredible as it may seem, one writer at least has gone so far as to say that they were founded in India to serve the ends of Imperialism. The first prototype of the Public schools was founded in Dehra Dun by the efforts of S. R. Das. He could scarcely have been expected to serve the Empire.

Far from being condemned, these institutions are the ideal to be attained, in an educationally vacuumatic country, in an age when a high standard of learning, character and leadership is essential.

Sir Henry Newbolt's verse on Clifton Chapel perfectly sums up the aspirations of the Public school.

"To put the cause above renown.
down.

To play the game beyond the
prize.

To honour as you strike him
The foe that comes with fearless
eyes.

To hold the life of battle good
And dear the land that gave you
birth;

But dearer yet the brotherhood
That binds the brave of all the
Earth."

E. Habibullah

Roundup of Activities

Ministry of Education

BASIC AND SOCIAL EDUCATION

Five-Year Plan of Educational Development.

Scheme No. 1

A grant of Rs. 51,24,086 has been sanctioned to various State Governments during 1954-55 for the implementation of this scheme. Besides, interest-free loans to the tune of Rs. 8,00,000/- repayable in 30 annual instalments were sanctioned to various State Governments for construction of buildings for hostels attached to the institutions established under this scheme.

Scheme No. 4

Under this scheme, Central grants amounting to Rs. 48,39,393/- have been sanctioned to various State Governments for the year 1954-55.

Scheme No. 6

During 1954-55, a subvention of Rs. 9,82,501/- was given to voluntary institutions under the scheme. In addition, an interest-free loan of Rs. 1,56,636/- was sanctioned to such organisations for the construction of hostel buildings.

Scheme for Expansion of Basic Education

Under the Scheme for Expansion of Basic Education a total amount of Rs. 19,87,502/- was sanctioned to the various State Governments during 1954-55.

Scheme to Relieve Educated Unemployment

Under the Scheme Rs. 3,40,71,619/- were sanctioned to various States during 1954-55. This brings the total amount sanctioned up

to 31st March, 1955 to Rs. 4,49,37,439/-. The total number of teachers and Social education workers sanctioned up to 31st March, 1955 was 68,845 and 2,418 respectively.

Education Committee for Andaman and Nicobar Islands

The Government of India have appointed a committee of experts under the chairmanship of Mr. A. N. Basu, Principal, Central Institute of Education, Delhi, to study the educational conditions in the Andaman and Nicobar Islands and to submit a report on the expansion and improvement of the existing educational facilities and other allied matters.

Social Education

By arrangement with the Ford Foundation the Government of India acquired the services of Dr. Rudolf Flesch, an American expert in the technique of writing for masses, for the months of March and April, 1955.

Mr. Martin Smith, National Secretary of Adult Education in New Zealand, toured the country on a Unesco Mission for one and a half months from 1st February, 1955 at the invitation of the Government of India.

Audio-Visual Aids

The National Board for Audio-Visual Education has been reconstituted providing greater representation to Central Ministries, State Governments, importers and producers of Audio-Visual Aids in the country.

Two outstanding films *Sound Barrier* and *The Conquest of Everest* have been purchased for the Central Film Library of the Ministry.

Second Five-Year Plan

Draft proposals for the Second Five-Year Plan relating to Basic and Social education together with the estimates of expenditure have been circulated to the State Governments.

SECONDARY EDUCATION*

All-India Council for Secondary Education

The All-India Council for Secondary Education has been set up by the Government of India for the improvement and re-organisation of Secondary education.

Ford Foundation Projects

It has been decided to hold four seminars of Headmasters, inspecting officers etc. at Darjeeling, Mussoorie, Coonoor and Mahabaleshwar in May-June, 1955.

Twenty four Training Colleges selected for organisation of extension services have been informed of the equipment that will be made available to them.

Scheme No. 4(b)—Improvement of Selected Secondary Schools

An amount of Rs. 1,09,972 has been paid to the West Bengal Government.

Minister's Discretionary Fund

A grant of Rs. 10,000 has been sanctioned to the Rishi Valley School, Chittoor, Andhra in recognition of the good work done by the School.

Assistance to Voluntary Educational Institutions

Grants totalling Rs. 1,51,650 have been sanctioned to three Institutions.

Central Bureau of Textbook Research

A three weeks' Seminar on textbook production opened at Srinagar on 25th April, 1955 under the Directorship of Shri Q. H. Zaidi, Director, Central Bureau of Textbook Research.

Mr. L. Fernig, an expert in the field, whose services have been loaned to the Bureau by Unesco, arrived in India on 6th March and is now working with the Bureau.

*For details, please see Secondary Education Section, page 179-210

Central Bureau of Educational and Vocational Guidance

State Governments have been invited to depute two delegates to attend a Training Course in Educational and Vocational Guidance that is being conducted by the Bureau for a period of six weeks commencing from 9th May, 1955.

Student Discipline

A series of eight letters has been issued over the past few months by the Secretary, Ministry of Education to all State Education Ministers and Secretaries in pursuance of the decision of the Government of India to put into effect immediately measures of a non-financial character that will tend to improve student discipline and the general standard of education in the country.

Public Schools

The Government of India have inspected four Public Schools during the year 1954-55.

An informal conference of Conveners of Regional Selection Committees, Members of Central Selection Committee, Headmasters of Public Schools and Directors of Public Instruction/Directors of Education of State Governments was held at New Delhi on the 8th April, 1955 to review the working of the scheme of Merit Scholarships in Public Schools.

Conference of Education Secretaries and Directors of Public Instruction

A Conference of Education Secretaries and Directors of Public Instruction was held at New Delhi on April 6th and 7th with the object of drawing up a framework for integrated Central and State educational plans to be included in the Second Five-Year Plan.

YOUTH WELFARE

Labour and Social Service Camps

The Committee on Youth Camps and Labour Service by Students formulated the policy of sanctioning grants during the year 1955-56. It also granted *ex-post facto* sanction to the camps organised by State Governments, Universities and Voluntary Organisations.

During the period under report a sum of Rs. 14,79,351/- has been sanctioned for conducting 145 Youth Camps in different parts of the country in which about 1,22,727 youths have rendered manual labour on projects of national utility.

Campus Work Projects

During the period under report a sum of Rs. 2,84,813/- has been sanctioned to ten Indian Universities and one State Government for the construction of nine Swimming Pools and 16 Open-Air Theatres in and around the university and college campuses. In addition to this, a sum of Rs. 25,000/- has been sanctioned to the Rama Krishna Mission, Madras for the construction of a stadium.

Sports Organisations

The Standing Committee of the All-India Council of Sports recommended several cases for sanction of grants for the development of sports. A sum of Rs. 83,130/- has been sanctioned to ten Sports Federations for interchange of terms with foreign countries and for the development of sports in the country.

Physical Education

A sum of Rs. 31,000/- has been sanctioned for a Pilot Survey of physical fitness of children and for the development of a research laboratory on Yoga at Bombay.

Sports Equipment

A sum of Rs. 3,395/- has been sanctioned to two universities and two State Governments for purchase of Sports Equipment.

Health Service

A sum of Rs. 10,000/- has been sanctioned to the Delhi University for the establishment of the World University Service Health Centre for the benefit of students in the Delhi University Campus.

UNIVERSITY EDUCATION

University Grants Commission

The Government of India placed at the disposal of the University Grants Commission a total sum of Rs. 89,87,586/- during the year 1954-55.

The University Grants Commission Bill is, at present, under consideration of the Joint Committee of the two Houses of Parliament.

Grants to All-India Educational Institutions

During the period under review a sum of Rs. 1,49,000 was sanctioned to various all-India educational and research institutions.

India Wheat Loan Educational Exchange Programme

The total estimated amount to be available under the above programme, which provides for exchange of books, laboratory equipment and personnel between India and the United States, is five million dollars which will be spread over a period of five years in roughly equal instalments of one million dollars per annum beginning from 1954-55. The supply of books has already started. The supply of laboratory equipment is likely to begin shortly. Twelve Indian Librarians have already been granted study travel grants for a five-month study tour in the United States of America.

Committee to examine the question of Degrees

The Government of India have appointed a Committee to examine the question whether insistence upon a University degree is necessary for entry into Government Service.

Punjab University Camp College, New Delhi

The Government of India have appointed a committee under the Chairmanship of Dr. K. S. Krishnan, Director, National Physical Laboratory, to examine the question of the future of the Punjab University Camp College, New Delhi.

TECHNICAL EDUCATION

Second Five-Year Plan of Technical Education

A special committee of the All-India Council for Technical Education at its meeting held on the 15th April, 1955 prepared in outline the Second Five-Year Plan of Technical Education estimated to cost Rs. 80 crores.

Grants for Development of Scientific and Technical Education and Research

During the period under review grants amounting to Rs. 31.86 lakhs were paid to 22 Non-University Institutions for the development of facilities for Scientific and Technical Education and Research.

In addition to the above a loan of Rs. 45.60 lakhs was paid to 26 Engineering and Technological Institutions for construction of students hostels.

A sum of Rs. 43.1 lakhs was placed at the disposal of the University Grants Commission for giving grants to Universities under the scheme.

Practical Training Stipends Scheme

It is proposed that during 1955-56 about 930 Senior and about 330 Junior stipends should be instituted for the practical training of Technical graduates and diploma holders in various industrial establishments. The stipends will be tenable for a period of one to two years.

All-India Board of Technical Studies

Sub-committees of different Boards of studies have finalised the curricula, syllabuses, model lists of equipment, requirements of accommodation etc., for technical subjects at the Secondary stage, in multi-purpose schools.

Technical Assistance Programme

It has been decided to provide the services of experts in various branches of Engineering to Roorkee University and Indian Institute of Technology, Kharagpur under the Sisterhood Relationship Programme of the Technical Cooperation Mission.

Recognition of Technical Qualifications

The B. Tech. Degree in Civil, Mechanical, Electrical and Agricultural Engineering, Metallurgy and Naval Architecture and Marine Engineering and B. Arch. Degree in Architecture and Town Planning awarded by the Indian Institute of Technology, Kharagpur have been recognised by the Government of India for purposes of recruitment to superior posts.

Provisional recognition has also been accorded by the Central Government to the diplomas/certificates in Technical subjects awarded by a number of institutions/Departments of Education, of various States for purposes of recruitment to subordinate posts and services under Government.

Indian Institute of Technology, Kharagpur

It has been decided to hold a competitive test for admission of 312 students to the various under graduate courses of the Indian Institute of Technology, Kharagpur.

Scientific Terminology in Hindi.

The first lists of finalised technical terms in Hindi relating to Mathematics and Social Sciences, have been published and are available for sale.

The provisional lists of terms in Transport, Defence, Railways, Posts & Telegraphs and Agriculture, circulated to State Governments, Ministries, Universities and

other important bodies and individuals, have been revised in the light of the comments received from different sources. Further provisional lists of technical terms in Hindi relating to Defence, Transport and Zoology have been printed and these will now be circulated.

Propagation of Hindi

(i) On the recommendation made by Hindi Shiksha Samiti at its sixth meeting held on the 18th February, 1955, it has been decided to set up four Committees, each on a regional basis. Each Committee will consist of four members who will tour their respective regions and survey the work done for the propagation of Hindi. These Committees will also draw up a programme for further work and examine schemes submitted by regional organisations.

(ii) A sub-committee of the Hindi Shiksha Samiti has been set up to prepare a list of 500 basic Hindi words that will constitute the minimum standard of literacy in Hindi. It is also proposed to bring out another list of 2,000 basic Hindi words that will be used uniformly in Hindi readers by people of non-Hindi speaking areas.

(iii) There are at present ten Centres at New Delhi for teaching Hindi to non-Hindi knowing Central Government employees which are being attended by about 670 candidates. It has been decided to award three prizes to the first three successful candidates at each Hindi Probation examination.

(iv) During the financial year 1954-55 a total grant of Rs. 2,79,001/- was sanctioned to the various State Governments for their schemes for promotion of Hindi.

(v) The Library attached to the Hindi Section has now a collection of about 5000 books.

Modified Overseas Scholarships Scheme

Out of the 25 scholars selected for 1954-55, 21 have so far gone for studies abroad; 25 fresh scholars have been selected under the scheme for 1955-56.

London University Institute of Education Fellowships, 1955-56

Against the two awards offered by the Institute to Indian nationals for 1955-56, only one candidate has been selected as no other candidate was found suitable.

Central States Scholarships Scheme, 1955-56

A candidate each from Ajmer and Coorg and three from Delhi have been awarded scholarships under the scheme. Admissions of the scholars are being arranged in suitable educational institutions abroad.

General Cultural Scholarships Scheme

Out of 100 fresh scholarships to be awarded under the scheme for 1955-56, selection for 96 awards have been made. Necessary steps to secure the admissions of the selected candidates in Indian Institutions/Universities have been taken.

Proposal for Holding Holiday Camps for Foreign Scholars/Students

The Indian Council for Cultural Relations, New Delhi, are holding two summer camps for foreign scholars/students, one in Kashmir and the other at Ootacamund in May-June 1955. The scholars attending the camps will be paid a return Second class railway fare and bus fare together with a daily allowance of Rs. 2/- for the period they spend in the camps.

Scheme for the Award of Scholarships to Foreign Students for Vocational Training, 1954-55

Necessary steps have been taken to secure admission of 22 candidates who have so far been selected.

Government of India Reciprocal Scholarships Scheme, 1954-55

One more scholarship has been awarded under the scheme to a Swiss national who was already prosecuting his study at the Visva Bharati University, Santiniketan.

Norwegian Government Scholarship

The candidate awarded the scholarship for 1954-55 has gone to Norway. Applications for the Norwegian Government scholarship for 1955-56 have been invited by 15th May, 1955.

Science Research Scholarship of the London Exhibition of 1851

Mr. P. Devulappali of the Andhra University has been awarded the London Exhibition of 1851 scholarship.

Vincent Massey Scholarship, 1955-56

The Council of the Y.M.C.A. of India and Ceylon has selected Mr. M. A. Thomas of the Travancore University for the award.

Netherlands Government Fellowship, 1955-56

The offer has been publicised and circulated to all State Governments, Universities etc. Applications have been invited by the 15th May, 1955.

Government of India French Fellowships Scheme

Applications for six Fellowships for 1955-57 have been invited through the Indian Embassy in France.

French Government Scholarships, 1955-56

Names of the selected candidates have been sent to the French Government by the French Embassy in New Delhi for approval.

General Cultural Scholarships Scheme and the Reciprocal Scholarships Scheme

It has been decided to offer some additional facilities to scholars selected under the above schemes, in the form of free medical attendance, and free transport and daily allowances for scholars proceeding on study tours or attending approved Holiday or Youth Welfare Camps.

Indo-German Industrial Cooperation Scheme, 1954-55

Applications for 31 awards for practical training in West German industries were invited up to the 20th March, 1955. Selection will be made through a duly constituted Selection Committee.

Fellowships to German Nationals

Out of ten German Fellows selected under the scheme, eight have joined their respective institutions in India.

Ad-hoc Scholarship by West Germany, 1955

The German Federal Government offered two more scholarships in addition to four scholarships already offered for post-graduate doctorate studies of Indian nationals in West German Universities. Selection of candidates will be made by a Selection Committee constituted for the purpose.

Brush Aboe Group Commonwealth Scholarship

Applications for this scholarship were invited upto 10th March, 1955. Twelve candidates have been called for interview by the Selection Committee for final selection.

Scholarships to South and South-East Asian Countries, 1955-56

Seats for Nepalese students for studies in India have been reserved in various educational institutions.

Technical Cooperation Scheme (Colombo Plan) and Technical Cooperation Mission (Point Four Programme), 1955-56

The Selection Committee considered the applications of candidates and selected 42 candidates under Colombo Plan and 16 under Point Four Programme for recommendation for training.

Research Scholarships in Humanities

Of the 51 candidates selected for scholarships in 1954, 12 have declined the offer; the rest of the candidates have either joined or are expected to join their allotted schools shortly.

International Association for Exchange of Students for Technical Experience

The Government of Sikkim have forwarded the applications of 13 students for study in India. Arrangements for the reservation of the required seats is being made.

Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 1955-56

A budget provision of Rs. 130 lakhs has been made for the award of scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes for post-matriculation studies in India, and for studies abroad. Provision also exists under the scheme for grant of passage costs to those candidates of these communities who are in receipt of foreign scholarships without free passage.

Inland Scholarships

Applications for award of fresh scholarships for post-matriculation studies in India have been invited by 31st July, 1955. The last date for receipt of applications for Renewal Scholarships is 15th May, 1955.

Overseas Scholarships

The 12 candidates selected during 1954-55 for award of Overseas Scholarships during 1955-56 will be sent abroad for studies from the session September/October, 1955.

Partial Financial Assistance Scheme

The object of this Scheme is to render financial assistance, in the form of interest-bearing repayable loans to Indian private students in connection with their studies abroad.

A provision of Rs. 1,50,000/- has been made to meet the increasing number of requests for loans for the year 1955-56.

Cultural Activities

A Volley Ball Team from Afghanistan played matches at Aligarh, Agra, Lucknow and Delhi. The Indian Council of Cultural Relations looked after the team.

A combined schools cricket team from Karachi (Pakistan) visited India in January, 1955 and played friendly matches at Amritsar, Agra, Allahabad, Lucknow and Delhi. The Expenditure of about Rs. 3,000/- involved on travelling was borne by the Government of India.

Dr. Sanders, Professor of Education at the University of Western Australia, visited India to determine suitable standards for admission and study by Indian students at Australian Universities.

Dr. Wade Ellis, an American Professor of Mathematics, is in India to study the organisation of courses of teaching Mathematics in educational institutions. He has visited the Universities of Bombay, Delhi and Osmania, and proposes to visit some other universities of India.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 32 persons have been granted monthly allowances ranging from Rs. 50/- to Rs. 150/-.

Six Sanskrit books for presentation to the Archaeological Museum, Tehran and some books in connection with the commemoration of the memory of Amir Khusro, Ghalib and Tagore have been sent to the Indian Embassy, Tehran.

Books have also been sent to Indian missions in London and Switzerland for presentation to the School of Oriental Studies, University of Durham and the International School of Geneva.

A sum of Rs. 2,263/- has been sanctioned for presentation of books to Dacca University, Eastern Pakistan.

A sum of Rs. 5,000/- has been sanctioned for presentation of Art Books to the 'Arts Council, Ceylon'.

The Government of India have sanctioned a sum of Rs. 50,000/- towards providing some educational facilities for Indians in the British West Indies, Malaya and Mauritius.

A sum of Rs. 33,810/- has been sanctioned for providing facilities for teaching of Hindi in British West Indies, British Guiana, Jamaica, Fiji and Mauritius.

A sum of Rs. 5,900/- has been sanctioned to the Ceylon University for the creation of an endowment fund for the award of two annual prizes of Rs. 100/- and Rs. 75/- each to the two best students of Hindi in the Ceylon University.

A sum of Rs. 25,000/- has been sanctioned to the Indian Council for Cultural Relations, New Delhi, as the first instalment for 1955-56 for its normal working expenses and activities.

A grant of Rs. 18,333/- has been sanctioned to the Lalit Kala Akademi for 1955-56 for its expenses.

On the recommendation of the Sahitya Akademi a prize of Rs. 5,000/- has been awarded to the authors of outstanding books published between 15th August 1947 and 31st December, 1954, in each of the regional languages scheduled in the Constitution except in Sanskrit, Kashmiri and English.

Smt. Indrani Rahman, the Indian dancer, was sent to Ceylon in February, 1955 to participate in Ceylon's Independence Day celebrations.

A troupe of six dancers and musicians including Kumari Shanta Rao and Shri Ali Akbar Khan has been sent to the U.S.A. to participate in the Textile Exhibition organised by the Museum of Modern Art, New York.

A sum of Rs. 6,500/- has so far been granted to two Cultural Organisations in India for the year 1955-56.

Scholarships to Young Workers in different Cultural Fields

A Committee under the chairmanship of Mr. Justice P. V. Rajamannar, has been set up for selection out of 1631 candidates who applied for the scholarships.

Ninth Unesco General Conference to be held in India

The 8th Session of the General Conference of Unesco, held in Montevideo in November-December, 1954, accepted the invitation of the Government of India to hold the 9th Session of the Unesco General Conference in India in 1956.

Seminar to study the problems of maladjustment of adolescent students to their academic and social surroundings

A seminar to study the problems of maladjustment to adolescent students to their academic and social surroundings was held

in Hyderabad from 9th to 17th April, 1955. Representatives of University Teachers and Students, Headmasters of Secondary Schools, University Grants Commission, Inter-University Board and the Teachers and Students of the Jamia Millia and Kashi Vidya Pith participated in the Seminar.

Unesco Project for Translation of Classics

A further grant of Rs. 15,000/- has been made to the joint funds of Unesco in connection with this Project.

Project on Research on Social Tensions

The Steering Committee of the Committee for Co-ordination of Research in Social Tensions held its fourth meeting on the 14th February, 1955 at New Delhi. It approved eleven schemes and recommended total grants to the extent of Rs. 55,000/-.

Unesco's Assistance for Development of Science Museum

In pursuance of their programme for development of Museums in Member States, Unesco has made an offer of technical assistance to India for the establishment of a Science Museum. The offer is being examined in consultation with the Ministry of Natural Resources and Scientific Research.

Unesco International Committee on Monuments etc.

On the recommendation of the Government of India, Shri M. S. Vats, former Director General of Archaeology in India, was appointed by Unesco as Corresponding Member of the International Committee on Monuments, Artists and Historical Sites and Archaeological Excavations.

Unesco Scheme for Co-ordination Experimental Activities of Schools of Member States—Selection of Schools from India.

Unesco has selected six Indian Schools for conduct of activities under this Scheme, which has been undertaken with a view to encouraging the development of teaching about the aims and activities of the United Nations and its Specialised Agencies.

Unesco Pamphlet on 'Teaching of Social Sciences in India'

The Indian National Commission has entered into a contract with Unesco for assisting the Unesco South Asia Science Co-operation Office in the compilation and publication of a pamphlet on the 'Teaching of Social Science in India'.

Unesco Science Exhibition

The Indian National Commission for Unesco has requested Unesco to make a gift of their Science Exhibition, which has completed its itinerary in India, to the proposed Science Museum in the National Physical Laboratory, who want to acquire it for permanent use. Unesco has, however, decided to make a gift of part of the exhibition. The position is being reconsidered in consultation with the Ministry of Natural Resources and Scientific Research.

Unesco-Travelling Exhibition of Reproduction of Chinese Art—Circulation in India

The Indian National Commission has approached Unesco for loan of the Exhibition of 60 Reproductions of Chinese paintings and stone-engravings ranging from the second century B.C. to the 18th century A.D., which Unesco has prepared for circulation in Member States.

Unesco-System of Associated Projects on Public Library and Library Schools

On the recommendation of the Government of India, the Connemara Public Library, Madras, has been included by Unesco, in their System of Associated Projects.

Request from the Philippines National Commission for Unesco regarding the information relating to General Education in India

In response to the Philippines Unesco National Commission's request for information relating to general education at the Secondary and College levels in Indian educational institutions, all relevant available material has been sent to that Commission.

India participates in Unesco International Coupon Scheme as Supplier of Material

It has been decided that India will export (a) Sodalime Glassware and (b) Exposed Educational and Scientific Films to other countries against Unesco Coupons.

Central Educational Library

An exhibition of children's literature was held between 18th March, 1955 to 31st March, 1955 by the Ministry of Education along with International Dolls' Exhibition organised by Mr. Shanker in New Delhi. One thousand children's books in English and Hindi were displayed.

Central Secretariat Library

The total number of registered borrowers is 4333 including 583 members enrolled during the period from January to March, 1955.

2. Approximately 2500 U.S. Government publications in exchange were received and distributed to various officers after preparation of their lists.

3. 23,931 persons made use of the library during this period.

4. 672 books were received during this quarter apart from the official publications the number of which was 4014.

5. As a result of the introduction of the Reservation System of the books, 800 books were supplied to the borrowers of the Library.

Educational Information

During the period 735 enquiries (India) and 1202 enquiries (Abroad), on various educational topics were dealt with. 198 visitors sought information from the Information Library.

Collection of information on the following topics has been undertaken and is in progress:

- (i) Administration/Supervision of Foreign Schools in India.
- (ii) Teaching of Carpentry in India.
- (iii) Facilities for research on Buddhist Religion in the United Kingdom.
- (iv) Teaching of Science in India.

Information on the following has been compiled.

- (i) A note on Short Courses to be conducted by the University of Stockholm during 1955-56, for English-Speaking Students.
- (ii) Courses offered at the Zurich Interpreter School, Zurich.
- (iii) Diploma course in Rural Education at the University of Reading.
- (iv) Diploma Course in Applied Psychology at the University of Liverpool.
- (v) Courses in Textiles at Bolton Technical Institute, U.K.

(vi) Two years' course in Social Science at the Institute of Social Sciences, The Hague, Netherlands.

(vii) Facilities for studies in Social Work and Labour Welfare in India.

Educational Statistics

The Fifth In-service Training Course in Educational Statistics was organised for the benefit of State Government nominees from 28th March, to 30th April, 1955. Twenty-seven nominees from the States of Andhra, Bhopal, Bombay, Coorg, Delhi, Himachal Pradesh, Hyderabad, Mysore, Crissa, Punjab, Rajasthan, Tripura, Uttar Pradesh and Vindhya Pradesh attended the course. Ten general lectures by well known educationists and statisticians were also arranged.

The publication, "Education in India, 1951-52" (Vols. I and II) is expected to be out shortly.

Drafting of the publication "Education in India, 1952-53" has been taken up.

Preparation of charts for the revised edition of "Education in India, a Graphic Presentation" has also begun.

Publications

The following publications have been brought out in the course of last three months:—

Annual Report, Ministry of Education, 1954-55 and Summary of this Report (English).

Annual Report, Ministry of Education, 1954-55 and Summary of this Report (Hindi).

The March, 1955 number of "The Education Quarterly".

Technical Terms in Hindi for Secondary Schools in (a) Mathematics and (b) Social Sciences.

A Provisional list of Technical Terms in Hindi (a) Defence II, (b) Defence III and (c) Transport.

Programme for the Propagation and Development of Hindi (English and Hindi).

A Plan for Secondary Education in India.

Syllabus for Emergency Teacher Training under the Five-Year Plan (Second Edition).

Rural Institutes—A Report of the Committee on Higher Education for Rural Areas.

Self-Reform in Schools—A Report by Working Educators.

The Five-Year Plan: A Brief Review of Progress.

5095 copies of publications have been sold during the period under review for a cash return of Rs. 11508-2-0.

Anthropology

In the Physical Anthropology Section, data were collected on the agate industry from different agate industrial centres at Cambay. In the Physical Anthropology Laboratories, human remains from the prehistoric sites of Harappa and Maski were chemically treated.

The Social Anthropology Section surveyed the socio-economic conditions of the Class IV personnel of the Government of India in Calcutta. Data on the Mathuvans of Travancore are being worked out and a report on "Girls' association, puberty and menstruation among the Padam Abor" has been completed. The Statistical Section analysed the following data: (a) Socio-economic data from Jaunpur, (b) Physical measurements of Tripura Tribes, (c) Mental tests of Jaunsar and Abor Tribes.

The Photography and Artist Section prepared a large number of clay models of physical types from India besides the routine photography work.

143 books, 12 maps and 550 periodicals were added to the library.

ARCHAEOLOGY**North Western Circle, New Delhi**

Gaps in the masonry of the fortification walls on the southern side of Kotla Firoz Shah have been repaired and raised to the minimum height in order to check trespass. Urgent structural repairs to the Khan Khana's tomb are being carried out by the trained technical personnel of the department. Suitable lime concrete mixed with cement was applied to the top roof concrete of Ghiasuddin Tughlaq's Tomb. Trial excavations were carried out at a few spots in the south east part of Purana Qila in order to ascertain the rough sequence of culture that may be available in the earliest times.

Western Circle, Baroda

Special repairs to the monuments at Chittorgarh and works at Balia Couli's Mosque, Ahmedabad are still in progress.

Trial excavations were conducted at Lothal (Saragvola) in February and March, 1955 in the course of which four Indus Seals besides hundreds of beads, copper arrow head, chert blades and typical Harappa pottery including beakers, goblets, troughs and lamps have been recovered.

The excavation at Lothal has finally established that Rangpur with identical pottery was a Harappa-settlement. It has also extended the zone of Harappa culture as far south as the northern parts of the Bombay State.

Mid-Eastern Circle, Patna

Important conservation works were carried out at Nalanda, Rajgir, Rohtas Fort, Banaras, Maner, Kasia and Kumrahar.

Northern Circle, Agra

The old plaster applied to the inner surface of the dome of the Taj in 1949 has been scraped off and fresh cement plaster composed of 1:10 applied. The marble screen around the tombs of Mumtaz mahal and Shahjehan in the main mausoleum of the Taj and inlay work on it has been chemically cleaned. The work of removal of black moss and lichen stained surface of the buildings at Fatehpur Sikri and Sikandra has also made considerable headway and will be continued till completion.

South Eastern Circle, Visakhapatnam

Repairs works at Golkonda are spread over a period of five years to start with. At present repairs to Bala Hissar are undertaken. Special repair works were carried out at the monuments at Warangal, Charminar and Markanda, Lepakshi etc.

Southern Circle, Madras

Special repairs were done to the group of monuments at Gingee, South Arcot District (Madras), including forts, temples, mosques and other secular buildings.

Repairs to the mosque near the citadel of the Rajangudy Fort, Tiruchirapalli Distt. (Madras), were carried out along with repairs to the broken parts of the adjoining citadel walls. The roof of the Mahadvara in front of the Jain statue of the Cummatesvar at Karkal, South Kanara District (Madras), was thoroughly repaired. The entire old roof of the temple was

removed and re-laid according to the original pattern. Necessary repairs were also done to the unique Vijayanagar monument at Sringeri (Mysore).

Eastern Circle, Calcutta

The work of special repairs to Earthquake Damages to the Sibdol at Sibsagar has been taken up.

At Sun temple, Konarak, conservation measures suggested by the Konarak Temple Committee were again started after the monsoon.

Excavations were started at Tamluk, Distt. Midnapore from 14th March, 1955 and are still in progress.

Indian Museum, Calcutta

Besides nine silver coins and six sculptures, a Bengali manuscript (about 17th century A.D.) on Hindu samskaras and purificatory rites and a stone tablet with Tibetan inscription (Om manipadmehum), have been acquired.

The Government of India have appointed a Committee, with Justice, P. V. Rajamanner of the Madras High Court as Chairman, to review the progress, present working and scope of the Indian Museum, Calcutta, in view of the establishment of the National Museum at Delhi.

National Museum of India, New Delhi

An Exhibition was organised by the Archaeological Department displaying the finds recently made in Purana Qila showing occupation of the Site from as far back as C.2000 B.C. Transparencies and photographs of Chola Sculpture showing dance poses in accordance with Bharata's Natyasastra found in the Brihadisvara temple at Tanjore as also films presenting the process of restoration and preservation of inlay work at the Taj were shown.

Valuable additions have been made to the Museum Collection of Persian and Arabic Mss.; Coins and Paintings. The Prime Minister has again presented to the Museum some invaluable gifts received from Indonesia. An exquisite sculpture of Ganga, a bronze figure of Tara and numerous terracotta figures have also been added. Improvements have also been effected in the galleries on the display side.

Administrative approval and expenditure sanction has been given to a sum of Rs. 41,24,531/- for the construction of the

first phase of the building of the National Museum of India at New Delhi. The foundation stone of the Museum was laid by the Prime Minister on May 12, 1955.

Conference on Reorganisation and Development of Museums

A Conference on Museum Reorganisation and Development under the Chairmanship of Syed Ashfaq Hussain, Joint Secretary in the Ministry of Education was held at New Delhi on the 15th and 16th April, 1955, to consider the improvement, development and reorganisation of Museums in India. The Conference has submitted its recommendations to the Government of India.

National Archives

A large number of records of the late Central India States Residency, Punjab States Residency, Punjab Hill States Agency, and Salt Commissioner's Office was received. Some Persian and Urdu Manuscripts were received from the Ministry of Education on permanent loan. A photostat copy of Mahatma Gandhi's Examination result issued by the Council of Legal Education was acquired through the High Commission for India, London.

696 books and periodicals have been added to the Library.

Seven packets of original letters from the Vaidya Daftar Collection have been repaired and bound and 13 Tagore manuscripts belonging to Visvabharati, Santiniketan, have been repaired with cellulose acetate foil and tissue paper and bound. A comprehensive Five-Year Records Preservation Programme extending from April 1, 1955 to 1960 has been drawn up.

Seven candidates including two from Afghanistan joined the One-Year Training Course. Eleven trainees in the three months' course completed their training on 31st March. The next session will commence on 1st July, 1955.

Printing of Volumes I and II of *Fort William—India House Correspondence* made steady progress. Printing of Volume XVII has been completed, and Volume IX has been sent to the press.

Preparation of the fair copy of the *Index to the records of the Foreign and Political Department (1756-80)* has been completed. The pamphlets Nos. 1 and 2 under Source Material Series entitled "The Indian Press" and "Social Legislation" were reprinted.

National Library, Calcutta

(i) For the first time in its history, a documentary on the Library was shown in the Library on the occasion of the meeting of the Governing Council on the 29th January, 1955.

(ii) The wooden floor of the card catalogue room adjacent to the main Reading Room was replaced by mosaic flooring for the sake of convenience to the readers. Special type of steel racks of the worth of Rs. 14,494/- were procured to accommodate the increasing accessions of the Library. To cope with the requirements of the increasing number of readers, 30 additional reading tables were fabricated during the quarter at a cost of Rs. 2,250/-.

(iii) In response to public requests a number of small size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division and the Asian Division of the Library.

SERVICE CIVIL INTERNATIONAL

RESUME OF WORK DONE IN INDIA

SERVICE Civil International (SCI) started in a small way in 1920, when a few volunteers of different nationalities worked together to clear ground and build houses in a war-destroyed village near Verdun in France. These volunteers believed that the cause of reconciliation could best be furthered by common work undertaken in a spirit of service and selfless devotion to the cause of peace. Out of this first experiment grew the "Service Civil International".

At present SCI organises work camps in a score of countries. It co-operates with other work camp organisations through the Associations of International Work Camps for Peace and, with a still wider group of organisations, through the Coordination Committee of International Voluntary Work Camp Organisations working in close touch with the Youth Section of Unesco.

Aims and Work

The aim of the movement is to create a spirit of friendship between peoples by bringing together men and women of different nationalities and outlook to join in undertaking useful work for the benefit of the community. It thus seeks to build up, without allegiance to any party or group, that understanding and mutual respect on which the peace of the world is based. It hopes that military service can eventually be replaced by a civilian service for peaceful ends.

The work of the service is generally simple manual labour. All work is done voluntarily and volunteers do not receive payment.

SCI at Work in India

Following the Bihar earthquake in 1934, Pierre Ceresole (founder of SCI) travelled to India for consultation with men on the spot and as a result, a small group of four European volunteers worked in Bihar between 1934 and 1937. They were largely responsible for organising the rebuilding of an entire village called Shantipur, "The village of peace", that stands as an abiding memorial to their services. This gave an impetus to the small but growing movement which for the first time tested its methods outside Europe. Between 1937 and 1950 no further services were undertaken in India as the needs of Europe absorbed SCI resources. After the second World War, the British Branch of SCI was charged by the International Committee to investigate possibilities of undertaking work in India. As a result of these investigations pioneer work has been carried out since 1950 at Faridabad, in Himachal Pradesh, Assam, Ahmedabad, Madhya Pradesh, Hyderabad, Travancore-Cochin and Mysore. Below is a brief resume of the work done by SCI in India since 1950.

ASSAM

With a grant from the Unesco, the SCI was able to make a lasting contribution to the reconstruction drive

in Assam. The Sub-Division of North Lakhimpur became a scene of devastation due to the earthquake of 1950 and the Subansiri floods. Rehabilitation work became not a matter of months but perhaps of years. The SCI therefore helped in the building of model villages, but concentrated mainly on building the much needed schools.

Kuthori

At Kuthori a building project for a new leprosy centre was started in December, 1953. The jungle was cleared and dormitories for men and women were built along with a joint kitchen. An outstanding feature of the project was the wonderful cooperation among the Assamese including remote Naga and Mikri tribes, and other volunteers, Indian and overseas.

Pathalipam

Several volunteers started work in a centre for widows and orphans in Pathalipam, where the Kasturba Trust had undertaken a building project. The Team cleared the jungle to raise a platform for the school. A road was built, a drainage system was dug, a tube-well was sunk and work was done on a boys' dormitory.

Telahi

At Telahi, three and a half miles from North Lakhimpur, a third school was built. The school left much to be desired from the point of view of expert craftsmanship, but considering that there were only four semi-skilled carpenters among the 73 volunteers working, it was a commendable solid bit of work.

Uriamgiri

At Uriamgiri, 18 miles east of North Lakhimpur, the Team cleared the

ground and built the framework of a school in a fortnight—a combination of European craftsmanship and of the more simple local variety. Schools were also built in two centres near North Lakhimpur and in a village near Dibrugarh. Students and teachers of the local educational institutions together with other local helpers co-operated with the Team.

BOMBAY

Ahmedabad

The Thakkar Bapa Nagar Housing Project, supported by the Sabarmati Ashram, was meant to help mainly the Harijan refugee families from Sind. SCI undertook to build a school, a hospital and some houses for these refugees. The project lasted for four months, with 130 students taking part in building, excavating, concreting and earth filling. Excellent contacts were maintained with the local educational institutions and other officials.

HIMACHAL PRADESH

Chamba

Chamba, nine miles only from Khajjiar, needed a new ward for its Civil Hospital to house its women patients who had been sleeping in open corridors on cold winter nights for want of any other accommodation. An SCI team helped in making doors and windows, both as a gesture of international goodwill and as a practical means of speeding up work, putting in 50 hours a week to keep down the expenses. Friendly relations were maintained with people from officials down to the colony of sweepers and the presence of the Team, perhaps, helped in the collection of money for extension work in the Hospital.

Khajjiar

This service was organised to bring water from a mountain stream, one and a half miles away, to the hamlet of Khajjiar lying between Dalhousie and Chamba. The waters of the "enchanted lake" were polluted and in any case dried up in summer as did the nearest spring. So SCI took up the work of constructing a water channel down from the hillside. By felling the trees and hollowing out logs of the water-resistant deodars, a wooden pipe-line was completed in 1951, the preliminary work having been done in 1950.

The international group acted as a stimulant for the villagers many of whom came to work voluntarily. It was an ideal SCI camp for all those who worked or came in contact with it. Some of the old volunteers visiting Khajjiar in 1954 reported the fine flow of the water and the good condition of the pipe-line.

Mandodhar

In the summer of 1952, the SCI started its fourth service in Himachal Pradesh at Mandodhar, five miles from Kasauli. It was the first International Camp under Indian leadership. The project was that of constructing the approach road to the Nanavati T. B. Sanatorium. Levelling the road (level varied from one to five and a half feet) and broadening it was competently carried out and four army men from Kasauli helped the Team by blasting rocks at the hairpin bend near the main road.

The service came to a close in September, 1953 and the hospital was opened early in 1954.

HYDERABAD

Gachi Bawli

On the invitation of the Hyderabad Agricultural Cooperative Association, work was started at Gachi Bawli 11 miles from Hyderabad in February, 1953. This task was exceptionally severe, where it meant braving cuts and scratches on hands, arms and legs. But the volunteers did not mind any hardship and 42 acres of land were cleared of thorny shrubs.

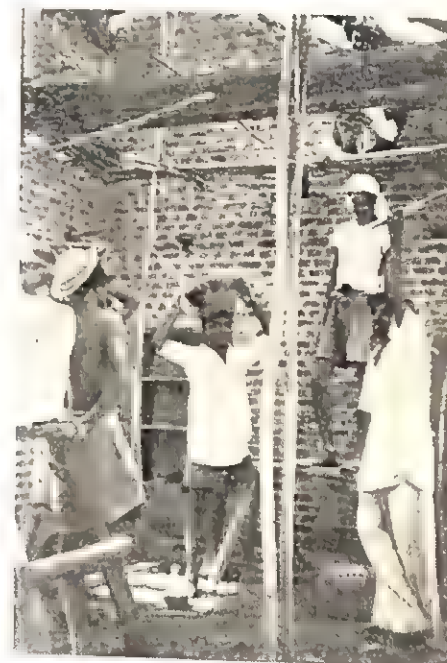
Secunderabad

The SCI has cooperated wholeheartedly with government departments in cases where this help directly benefitted a needy community. Two such services near Secunderabad were carried out in conjunction with the Social Service Department of the Hyderabad Government.

At the Jagjivan Ram Colony the work was that of building a road connecting the houses of the Harijans with the main road, 500 yards away. Every Sunday about 30 students from the nearby High school would join in the service, assisted by those who would ultimately occupy the houses. After completing the work, the Team moved to the Ammuguda Colony, in the vicinity, where more housing work had to be done. The colony people, in a bid to finish the first 150 foundations, worked enthusiastically with the SCI Team which included volunteers from Hyderabad and Secunderabad. Women also took part in the lighter work at the project.



Busy at work
Assam's construction drive



Warora : Bringing relief
to the afflicted

Some members of the Team with local workers



Schools for Assam



Taking measure



Many hands make light work



Uriamgiri : Framework for a school—"a combination of European craftsmanship and simple local variety"



Telahi : A carpenter's delight



Felling trees

Khajjiar gets its water supply :
Bringing water down stream



Laying a wooden pipe



MADHYA PRADESH

Sewagram

Sponsored by the Hindustani Talimi Sangh, the Sewagram Service proved to be a unique experience for the SCI in India. The Gandhian principles and the SCI ideals being in consonance with each other, perfect harmony prevailed in the camp between the sponsors and the sponsored. The project of building three houses to be used as a Youth and International Hostel was completed 15 days ahead of schedule, at a cost of Rs. 2,800 per house as against the estimated expenditure of Rs. 3,000 per house. Teacher trainees and students from the Talimi Sangh lent their services on the project whenever they had time, while the Team participated in their cultural programmes.

Warora

After Sewagram, the SCI undertook a project at the Anand Van Leprosy Centre in Warora. It is one of the most affected leprosy areas, where about three per cent of the population suffer from this dreaded disease. Both the patients and the local people joined the Team in work. Three pucca buildings were completed under skilled guidance to provide wards for men and women in-patients, and a dispensary and out-patient treatment centre and a new well were constructed. There are now 64 in-patients instead of 35, the original number and 50 acres of forest and rocky land have been cleared for food production.

MADRAS

A project has been accepted by the SCI for the construction of a road to link the fishing hamlet of Tiruvanni-

yur Kuppam with the main village and road, a mile away across heavy sand, to enable the fisher-folk to market their fish more quickly and easily and give them a much-needed contact with the outside world.

During the latter part of 1954, a group of enthusiastic local SCI friends enlisted the cooperation of some local and international organisations and formed a committee to raise the necessary funds to supplement the official contribution of 50 per cent of the cost granted. The project is expected to be completed this year.

MYSORE

Hassan

Two of the SCI long-term volunteers travelling under a Unesco grant, who had already taken part in the Basic education programme of the Hassan Vidya-pith, led the SCI to organise a service here in cooperation with the local students. The project was to build students dormitories, but the main purpose of it was the integration of the SCI Team with the life of the Vidya-pith. It thus happened sometimes that the sponsors devoted more time to talks, discussion and other educational activities than is normally done on a SCI Service.

PUNJAB

Faridabad

About 25,000 refugees from West Punjab were rehabilitated by the government in and outside Faridabad village. In 1949 the newly established Development Board envisaged a programme for the building of a new refugee township with refugees' help in order

to provide them with incomes and occupations. Through the invitation of the President, Dr. Rajendra Prasad, an SCI Team came to Faridabad in February 1950. They started work at first in the quarry, then on the roads, on house building and in the kilns along with the refugees.

The building for the Polytechnic was soon erected with the young trainees' help. Model toys were made in the carpentry shop for the childrens' care centre. Women volunteers helped in the nursery schools and dispensaries and in vaccination and record-keeping in the antenatal clinics.

TRAVANCORE-COCHIN

Kakkanad

At Kakkanad, some miles from Ernakulam, one of the most backward areas of the States, a service was sponsored by the Kerala Sarvodaya Vidyolkarsha Sangh to help develop a 20 acre plot of barren land by constructing a proper soil conservation system, a water tank for cultivation and a few

buildings for the Basic school. It was a big scheme and the SCI could not be expected to accomplish it all, singly. Much work was assigned to paid labour working independently of the SCI. A valuable part of the Service was, however, the excellent cooperation between Bhoodan Mobile Work Squad and other local volunteers.

Conclusion

The world today is living in fear of yet another war. Every effort, big and small, is needed to eradicate this fear and build up a feeling of goodwill among people. The concrete efforts of the SCI, mentioned above prove that it is possible to achieve this sense of kinship among men of various creeds and races. Desire for peace in fact exists everywhere, only we do not know where and how to tap it. SCI provides one answer:

"Sharing life in work and recreation slowly knits a group together; work creates a strong undercurrent of friendship which helps to create sympathy for other people's views."

Summary of SCI Work in India from 1934 up-to-date

Sl. No.	Location	Duration	Volunteers	Work Project
1.	Sonahati, Bihar, India	1934-35	64 (4 Europeans)	Earthquake and flood relief, building the village of Shantipur.
2.	Sonahati, Bihar, India	1935-36	Pierre Ceresole	Building a second village.
3.	Bihar, India	1936-37		Village reform.
4.	Faridabad, Punjab, India	12-2-50 to 16-6-50	11 (7 from abroad)	Working with refugees in the quarry, brick kilns, house building, Polytechnic Institute, Power House and Health Centre.
5.	Khajjiar, Himachal Pradesh, India	8-6-50 to 30-9-50	10 (7 from abroad), 20 villagers frequently.	Construction of channels for taking water to Khajjiar from a source one and a half miles away.
6.	Chamba, Himachal Pradesh, India	16-10-50 to 16-12-50	5 (all from abroad)	Help in doing carpentry for a new ward of the women's section Civil, Hospital.
7.	Faridabad, Punjab, India	27-12-50 to 19-5-51	9 (6 from abroad)	Building work, work in the Machine Tools Section of Polytechnic, Model Toymaking, and work at the health and recreation centres.
8.	Uriangiri, North Lakhimpur, Assam, India	4-1-51 to 9-5-51		Building three Primary schools in earthquake devastated areas, clearing jungle, drafting plans for buildings and laying out model permanent settlement for widows and orphans, School building.
9.	Pathalipam, North Lakhimpur Assam, India	1-2-51 to 9-5-51	73 (6 from abroad)	
10.	Telahi, North Lakhimpur, Assam, India	12-3-51 to 11-5-51		
11.	Khajjiar, Himachal Pradesh, India	1-6-51 to 30-9-51	20 (8 from abroad)	Completion of project started in 1950. Laying wooden channels after digging path.
12.	Ahmedabad, India	15-9-51 to 15-1-52	143 (8 from abroad)	Helping in building a housing colony for Harijan refugees from Sind (school, hospital and recreation park); women ran a small dispensary.
13.	Kadam, North Lakhimpur, Assam, India	29-10-51 to 15-2-52	68 (6 from abroad)	Building Primary school, sinking well, clearing ground.
14.	Barbarua, Dibrugarh, Assam, India	5-12-51 to 30-4-52	42 (5 from abroad)	Building M. V. School.
15.	Pohumara, North Lakhimpur, Assam, India	15-2-52 to 10-5-52	23 (9 from abroad)	Building L. P. School.

Sl. No.	Location	Duration	Volunteers	Work Project
16.	Mandodhar, Dharmpur R. S., Himachal Pradesh.	22-5-52 to 30-9-52	34 (10 from abroad)	Building of a road leading to T. B. sanatorium and a water tank on top of the hill.
17.	Vatverlapalli, Hyderabad Dn.	2-1-52 to 3-2-53	45 (10 from abroad)	Work among Chenchus—building dispensary.
18.	Gachi Bawli, Hyderabad, Dn.	5-2-53 to 3-2-53	29 (10 from abroad)	Land clearance, Community work.
19.	Kuthuvij, Assam	31-3-53 to 22-12-52	61 (5 from abroad)	Two buildings for the Kuthori Leprosy Treatment Centre.
20.	Hassan, Mysore	3-5-53 to 1-6-53	27 (14 from abroad)	Building dormitory with students joining in life of Vidyapith.
21.	Sewagram	26-8-53 to 9-9-53	44 (12 from abroad)	Three buildings for use of International students, and Youth Hostel.
22.	Warora, Madhya Pradesh	5-1-54 to 6-1-44	66 (15 from abroad)	Three buildings for Anand Van Leprosy Centre.
23.	Kakkanad, Travancore	10-4-54 to 15-4-54	38 (5 from abroad)	Building and land-work.
24.	Secunderabad, Dn.	22-5-54 to 12-8-54	11 (4 from abroad)	Digging foundations in new Harijan Housing colony.
25.	Matras, Bihar	21-10-54 to 2-11-54	..	Reconstruction after flood.
26.	Thiruvanniyur, Madras	April-June 1955	In Progress.	Road building for fishing villages.

EDUCATION *Today*

During the period under report, craft centres were started at the Adult education centres of the Government

Basic Education
Girls' Basic Primary schools in the Community Project Area and in the National Extension Service Block of Ajmer State.

The Government of Madras propose to invite land gifts for opening farms for Basic schools in the districts. The District Collectors are being asked to help in the collection of such lands.

Though no minimum will be fixed for such gifts, the intention is to ensure at least a five-acre farm for each school for imparting craft education to children in agriculture.

The citizens of Delhi warmly welcomed Dr. Helen Keller, the 74-year old deaf-blind American author and educationist, at a civic reception arranged by the New Delhi

Civic Reception and Doctorate for Helen Keller
Municipal Committee on February 23rd, 1955, at Community Hall, Panchquin Road.

Helen Keller, accompanied by her secretary Polly Thompson, was on a nine-week tour of India at the invitation of the Union Government to visit

institutions for the physically handicapped in India and to help create a greater awareness of the problems facing the disabled among the people of this country.

In a moving reply to the address of welcome, Dr. Keller said, "The blind are what you would be in the dark" and pleaded for greater opportunities of work, not charity, to the handicapped, in order to give them a sense of security and independence. "My message for the blind is that they should hate charity and learn to stand on their own legs."

Helen Keller was presented with a beautiful statue of Mahatma Gandhi carved in ivory and mounted on an Asoka pillar. Another gift, more unique than the first, was the announcement made at the end of the civic welcome, that Helen Keller Foundation would be established at Delhi for the education of the physically handicapped in India. Dr. Keller will become its patron.

The University of Delhi held a special Convocation on April 9th, 1955 to confer the degree of Doctor of Letters "Honoris Causa" on Helen Keller.

Addressing the gathering in her language of eloquent gestures interpreted by her secretary Polly Thompson,

Dr. Keller advised the students to remain always cheerful and hopeful, even when faced with difficulties and temporary setbacks. Only that attitude of mind would help them in overcoming obstacles and sustain their morale for further achievement.

Dr. Radhakrishnan, Chancellor of the University, spoke of the inward light, stronger than physical vision, that enabled Dr. Keller to see and understand things beyond the range of ordinary men. The Vice-Chancellor Dr. G. S. Mahajani described Helen Keller as a "miracle woman of our age" who had risen above her triple disability (blind deaf and mute) to become a symbol of hope to the afflicted.

A horticultural show was held in each of the High Schools of Coorg during the quarter under report, with a view to encourage the student population to grow vegetables and fruit in their spare time.

The Education Caravan of Delhi State continued to tour the rural areas of the State to create enthusiasm amongst the public for cooperation and community development, by holding educational *melas*, cinema shows, exhibitions, dramas and demonstrations on health and agriculture and by providing mobile games and sports service for adults and children. From January to March 1955 the Caravan organised 21 *melas*, 69 cinema shows, 64 demonstrations (health), 21 inter-school tournaments, 21 school exhibitions, 21 dramas, and 21 inter-village tournaments.

A total amount of Rs. 4,285 was disbursed at the end of March, 1955, as grants-in-aid to Cultural Institutions, devoted to the development of Music, Dance and Drama in Hyderabad State, for the last financial year.

A scheme costing Rs. 9,10,664 has been prepared by the Education Department of Himachal Pradesh Government and included in the Second Five-Year Plan for giving the tribal people all possible support for the development of education with a view to bringing them educationally on par with more advanced areas of the State. The main features of the scheme are the opening of 30 Junior Basic schools; award of 100 stipends of different values at all stages of education; monetary assistance for purchase of books and hostel expenses of poor students among the tribal people; and excursions to places outside tribal areas.

A sum of Rs. 15,320 has been set aside for 1955-56 by way of stipends to students hailing from the tribal areas and scheduled castes of this Pradesh.

The Government of Mysore have accepted certain recommendations of the Mysore Educational Reforms Committee. Accordingly, the Government have passed orders effecting fundamental changes in the structural pattern of education by which the new pattern of education in Mysore will consist of an eight-year course of Integrated Primary education (Basic), a

four-year course of Secondary education, and a three-year course of Degree education.

The other important Government order consequent on the introduction of reforms is the rationalisation of holidays and vacations and commencement of the school and academic session for all grades of schools from "SARVODAYA DAY", i.e., 30th January of each year, and the increase in the number of working days for Primary and Secondary schools from 200 and 180 to 220 and 200 respectively.

The Government have also approved the recommendation of the Reforms Committee in regard to the introduction of manual labour and social service and have made these an integral part of education.

With a view to improving the quality and reliability of educational statistics in the country, the Ministry of Education, initiated in 1950, a series of in-service training courses. The first of this series was organised in June/July 1950 and trained 12 officials from seven States. The next course, held in March 1951, trained 12 candidates from eight States. The third course was attended by six nominees from the Universities of Agra, Delhi, Nagpur, Osmania and Rajputana. In the fourth course, a batch of 17 officials from 14 States completed their training.

The present course—the fifth in the series—started on the 28th March, 1955 and continued up to the 30th April, 1955. 27 candidates, representing 14 States, participated in the course.

The syllabus of the present course covered the elements of statistics, the technique of designing statistical proformas, diagrammatic representation of data, the use of mechanical devices, discussion of various forms used by this Ministry and compilation of data and consolidation of statistics. Besides instructional and practical programme, a series of lectures on important educational topics was arranged for the benefit of the trainees. The trainees were given every opportunity to discuss their special problems and difficulties.

"In essence all art is one and if any branch of art in any part of the world is allowed to languish, the damage is not confined to the country to which that art belongs but to the whole world interested in the systematic development of art," said Dr. Rajendra Prasad inaugurating the first National Exhibition of Art at Jaipur House, New Delhi, on March 21st, 1955. The exhibition was organised by the Lalit Kala Akademi, the youngest of the three akademies set up by the Government to develop arts and letters in the country.

A collection of about 260 paintings, sculptures and graphics selected from a total of over 1,300 entries was on display. The work of prominent artists from all over India was represented. The first prize of the ten awards went to Mr. M. F. Husain for his eighteen-foot long mural in oil entitled 'Zameen'. Magnificent in conception and design, this painting is descriptive of a village panorama, sweeping the horizon with its multi-consciousness of life. A painting entitled 'Thorn' and a sculpture entitled 'Fisher Woman' ranked second.

Other outstanding paintings of note, prize-winning and otherwise, were 'Trees', 'Monuments', 'Ploughing', 'Land of the Lord', 'Sleepless Night', 'Girls with Pitchers' etc. Some of the finest sculptures on view were 'Shepherd', 'Toilet', 'Musician', 'Head of a Negro', 'Water Carriers', and 'Figure on Wood'.

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The New Convocation Hall of the Delhi University was the venue of a 'miniature Unesco' Forum Discussion Programme on April 12th, 1955 when student delegates from 19 countries of the world to the New York Herald Tribune Forum met in an informal discussion with a panel of selected students from the Delhi University.

The three main areas of discussion covered were (a) Comparative education in countries of the world; (b) Roots of prejudice and (c) The world I'd like to live in.

The delegates were students who had spent three months in the United States on a scholarship provided by the New York Herald Tribune. Such forums have been arranged for the last nine years. The delegates are selected by sub-committees of educationists and the State Governments concerned. Among the present batch of delegates were representatives from France, the Gold Coast, Japan, Korea, India, Pakistan, the U.K. and the U.S.A. During their stay in the U.S.A. they participated in classroom discussions, attended symposia and wrote for school newspapers. They visited Delhi on their way home.

Professor Humayun Kabir, Secretary, Ministry of Education, presided over the function.

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National Museum for India

On May 12th 1955, the Prime Minister Shri Jawaharlal Nehru laid the foundation stone of the National Museum of India, which will be located at New Delhi and constructed on the site of the central vista from Rashtrapati Bhavan near the Queensway-Kingsway crossing.

In his speech of welcome, the Education Minister, Maulana Abul Kalam Azad stressed the importance of a museum as an instrument of public education. "In a museum history is revealed before us in stone and colour in a manner which makes an impression on the dullest mind" and he gave a brief history of how the idea of having a National Museum originated and how it gradually took its present shape.

The origin of the National Museum can be traced to an exhibition of Indian antiquities in London in 1948 when art and archaeological objects from nearly all parts of India were shown. The exhibition came back to India and was opened at Rashtrapati Bhavan on Independence day, 1949. This exhibition was a landmark in the history of Indian museums because it was perhaps the first occasion when an attempt was made to bring together in one exhibition the record of Indian culture and civilisation over 5,000 years. The success of this exhibition revived efforts to have a national museum for India.

The building, planned to be three storeyed, will house three sections of the museum, art, archaeology and anthropology. It will have a library and an auditorium. It will be raised in eight stages, of which only four will be taken in hand immediately. The first stage is expected to be completed in two years.

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The first Social Service Camp for the ACC Units in Assam was held at Misamari within the National and Auxiliary Cadet Corps Darrang Community Project Areas with effect from the 2nd March to the 15th March, 1955, 198 Cadets and four Officers attended this Camp and constructed a two and a half mile road from Misamari to Bala-suti.

The annual camps of the National Cadet Corps (N.C.C.) and Auxiliary Cadet Corps (A.C.C.) in Coorg State were conducted during the quarter under report and a thorough training was imparted to the cadets. The A.C.C. besides doing social work in the neighbourhood of their educational institutions, undertook the formation of a road from Bhagamandala to Talacavery and were able to form a motorable road of a length of four furlongs. They also did road work in Kudige and participated in social work conducted in the neighbourhood of their schools. The N.C.C. did road work in the rural areas near their institutes.

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Two camps, one consisting of 300 cadets from Allahabad district and another of 395 cadets from Meerut, Muzaffarnagar and Gorakhpur, were held at Faizabad in January, 1955. Training in military drill, map reading, guard duties, firing of 303 rounds etc. was imparted to the cadets. The cadets also took part in compulsory games, social service work and recreation programmes. Prizes were distributed at the close of the camp to outstanding cadets, companies and platoons.

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During the period under review, 50 Single-Teacher Social schools were established in the school-less areas of Manipur State. A grant of Rs. 200 per school was given for the improvement of furniture.

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Compulsory Primary education has been introduced into a group of 12 selected villages of Patiala District in Pepsu. People have come forward themselves to cooperate and there is little need to compel them to send their children to school.

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During the quarter under report, a sum of Rs. 1,87,408 was donated by the village people of various districts of Saurashtra and an equal amount was given as grant-in-aid by the Saurashtra Government, for the construction of 25 school buildings.

The Government have partially modified the grant-in-aid basis for the construction of Primary school buildings or additional classes in respect of any village with a population of 2,000 or less. The Government will now sanction a grant-in-aid to the amount of two-thirds of the expenses of the construction of a Primary school building or additional classrooms in the existing Primary schools wherever one-third of the total cost is offered by way of donation from members of the general public.

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Under the Primary Education Expansion Scheme, the Government of Uttar Pradesh sanctioned a sum of Rs. 2,86,000 to the District Boards of the State, towards the construction of buildings for the new Primary schools, including the Ex-Government Primary schools.

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Primary education was made compulsory in all the existing schools of the nine National Extension Service Blocks in *Vindhya Pradesh*. Besides, 370 new schools were opened in the State during this quarter under the Scheme to Relieve Educated Unemployment.

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Fifteen hundred rural teachers were appointed in *West Bengal* under the Scheme to Relieve Educated Unemployment. This brings the total of such appointments in the State to 15,000.

589 new Primary schools were set up by the District School Boards in unschooled and isolated areas—bringing the total number of new schools to 4,640.

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The Government of *Saurashtra* have accorded sanction for the implementation of the Scheme regarding the promotion of Hindi, particularly in non-

Hindi speaking areas under the Development Plan sponsored by the Government of India. Accordingly 50 Hindi classes are being opened in 50 towns. Further, under the same scheme, the Government have sanctioned a recurring grant of Rs. 5,000 for granting remuneration to authors for writing Hindi books—original or translations by way of encouraging and speeding publication of literature in Hindi. The Central Government will share 66 per cent. of both the recurring and non-recurring expenditure on this account.

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The Printing section of the Central Polytechnic, *Madras* will function from July this year as the Regional School of

Printing Technology catering for students from Andhra, Coorg, Hyderabad, Madras, Mysore and Travancore-Cochin.

The institute will have two courses, one leading to an **Regional School of Printing** All-India Certificate Course in printing and allied technology, the duration of which will be three years (part-time) and the other leading to an Advanced Certificate Course, the duration of which will be two years (part-time). The Advanced Certificate Course is open only to those who have passed the Certificate Course.

The existing Diploma Course in Printing Technology at the Polytechnic will continue as usual, but the Certificate Course will be merged with the new All-India Course to be started.

The Union Government have approved the proposal of establishing this regional institution and they will contribute a share in the recurring and non-recurring expenditure of this institution.

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The *Madhya Pradesh* Government have appointed a ten-member committee to suggest measures for the re-organisation of

Sanskrit Education Sanskrit education on a uniform basis in the State. The committee with Mahamahopadhyaya V. V. Mirashi, an eminent Sanskrit scholar, as Chairman, will examine the present state of Sanskrit institutions, with particular reference to the courses of instruction followed in them, their financial position and management, and qualifications of the teaching staff.

The committee will suggest in broad outline courses of instruction to be imparted in the reorganised Sanskrit institutions and ways to introduce the Western critical methods of study. It will also indicate the place of Sanskrit in the Primary, Secondary and Collegiate classes. The State Government have provided nearly Rs. 11,000 in the current year's budget for grants to ten Sanskrit *Pathashalas*.

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During the quarter 19 Adult Literacy Classes were opened in *Coorg* in which 450 adults were admitted. Second

Social Education tests were held in the various Literacy Centres and 22 adults were declared literate. Certificates were distributed to those who were declared literate.

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The progress achieved in literacy and post-literacy work in *Delhi* State during the quarter under review showed an enrolment of 2,237 adults. Of these, 1,753 adults were examined and 1,380 were declared successful.

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A female Mobile Janata College was started in *Delhi* State with effect from 1st March, 1955. Its object is to tour from village to village holding its camp in townships and bigger villages for a period of four to six months and impart training to adult women in useful domestic occupations. The first camp was started at Mehrauli.

*

Under the development plan a big library was started at Najafgarh in *Delhi* State with effect from 1st March,

1955, which is to function as a feeding library for the neighbouring villages.

*

The Government of *Mysore* propose to eradicate illiteracy in the State by the end of the Second Five-Year Plan. Rs. 15.62 lakhs have been allotted to effect this decision by which 233 Primary schools, 150 Basic schools, 60 new type Middle schools, 31 *pucca* Middle schools and four High schools will be established. For these institutions, 200 additional teachers will be recruited and 160 teachers in the Primary grade.

*

The *Punjab* Government propose to spend about three lakhs of rupees this year on Social education in the urban areas. Voluntary organisations working for the spread of Social education have been given grants.

In the rural areas of the *Punjab*, Social education work is being done under the Community Project and National Extension Service Schemes.

*

Important plans to develop education in *Vindhya Pradesh* will be initiated during the current year.

Over 120 night schools are proposed to be opened during this year. This is part of the State Government's programme to make the entire State literate. Expenditure during the first year in connection with the opening of night schools has been estimated at Rs. 19,500.

■

During the period under review, the Government of *West Bengal* accorded sanction to the establishment of (i) two Area Libraries with 12 feeder library-centres to be run in the intensive development area of Banipur, 24 Parganas

district, (ii) 12 feder libraries to be attached to the four existing Area Libraries in the Kalimpong area, Darjeeling district, (iii) 51 work-camps for youths, (iv) three youth hostels, (v) 14 school-cum-community centres to be run by well-known voluntary organisations.

Under the scheme "Improvement of Library Service" grants were sanctioned to ten District Libraries.

A scheme for the establishment of an Institute of Social Welfare and Education under the auspices of the Ramakrishna Mission Ashram, Calcutta, was approved by the Government and necessary grants sanctioned for the purpose.

* * *

During the period under report, a second batch of 265 teachers of Primary/Middle Teachers, Training schools of the General Education Department Hyderabad were admitted to various institutions of the Technical Department, to undergo a short course of Craft training within three months.

*

Seventy Graduate teachers of Madras State were re-trained for five months in two batches at the Basic Training School, Perianaickenpalayam. Stipends at the rate of Rs. 25 p.m. per re-trainee were paid by the Government. The requirements of the Education Department under staff for Basic Training schools, and Deputy Inspectors for Basic Ranges were thus met without difficulty.

*

The Government of Mysore have sanctioned the starting of two Teacher-training institutes for Primary school teachers at Kolar and Chickmagalur with a complement of 40 seats at each

Centre, in place of the Special Teacher Training Centre Vidyanagar, Bangalore District abolished in 1954-55. These two Training institutes commenced working from March 1955.

A refresher Course of the English teachers of Uttar Pradesh was held at the Government Central Pedagogical Institute, Allahabad, in the month of January last in collaboration with the British Council in India. About 80 teachers attended. A full and varied programme including three public lectures and film shows was organised. The lectures in the Course were chiefly delivered by Mr. J. G. Bruton, Education Officer to the British Council in India.

THE FOREIGN SCENE

Young New Zealand writers are receiving financial aid from the Government to help them get their first works published.

Any writer or association of writers may apply for aid to the New Zealand Literary Fund, which comprises three nominees of the New Zealand branch of PEN and eight of the Ministry of Internal Affairs. Grants generally take the form of assistance towards publishing costs of a book, or promotion of wider sales of a work by enabling it to be sold at a lower retail price. Occasionally, maintenance grants are made to writers to enable them to travel or to complete a work in hand.

Advice is also given to writers on copyright matters, and contacts are maintained with overseas publishers and literary agents

* * *

Thanks to a newly enacted law, it is now illegal in France for children's publications to contain any reference that is likely to "inspire or maintain racial or national prejudices". The law applies in all territories belonging to the French Union. It will be applied by special committees set up in each county or region in France for the purpose of scrutinising all children's publications.

French Law Against Racial Prejudice

The Harvard College Observatory is building a radio telescope which will be the largest in the United States. The telescope will register radiations from the sun and stars, making it possible to secure data beyond the range of optical observation. The device will have a saucer-shaped antenna, 60 feet in diameter, ten feet larger than one presently being used by the United States Navy Research Laboratory in Washington.

Harvard's New Radio Telescope

The United States Office of Education in its recent report, "How children can be creative", has offered some useful suggestions for teachers and children in Elementary schools. Through a number of illustrations, the Report shows how children and teachers can create songs, poems, rhythms, dances, pictures, handicrafts and other art forms. To some children who cannot be academically successful, art experiences are specially valuable. Such experiences give them an opportunity to succeed which is often necessary for their mental and emotional security.

How Children Can Be Creative

The third Indonesian University was recently opened at Surabaya, in Central Java. Known as the Air Langga University, it comprises Faculties of Medicine, Law, Economics, a Teachers' Training College, and a Dental School.

Indonesia's Third University

A special Institute is to be established at the University of Honduras to promote book production. Known as the "Institute del Libro", it will arrange for the publication and distribution of works by local and foreign authors, to develop and to lower the cost of book publishing in the country, and promote the organisation of public libraries.

Institute to Promote Book Production

A new international language known as 'Interlingua' is proposed to be taught for the first time at the New York University Division of General Education. An auxiliary tongue with regular, simplified grammar and root words from many national languages, 'Interlingua' is designed to overcome language barriers faced by scientists and persons in foreign trade and travel.

New International Language

Originating in 1951 through the efforts of the International Auxiliary Language Association, 'Interlingua' has now more than ten scientific journals that publish abstracts in the tongue. It has elements of the Latin language as well as of the Teutonic and Anglo-Saxon. It uses the vocabulary of science and technology that is common to almost all the languages of the world.

The corner stone has been laid for the first modern planetarium in the Middle East at the new Hebrew University campus in Jerusalem. A large gathering of amateur astronomers attended, and heard details of how a planetarium can teach astronomy to students and to the general public by projecting the image of constellations on an artificial sky. The planetarium apparatus will stand alongside an astronomic library and a lecture hall for natural science. The institution will be called the Williams Planetarium.

* * *

The University of Paris is sponsoring a two-year training course for students who wish to become interpreters and translators at international meetings and assemblies. Candidates are required to pass an entrance examination of approximately the same standard as that set for a French university language degree. Some 200 pupils from eight countries are at present attending the "School for Interpreters" under the supervision of 38 teachers and instructors. After the first year, students are required to specialise in either translation or interpretation, and those who choose the latter are taught both the consecutive and simultaneous methods. A diploma for either translation or interpretation is awarded at the end of the course.

* * *

The working of School Meal Services in the United Kingdom has been dealt with in a Report by Miss Anasuya Ganesh Karkare. The report says that kitchens are attached to the schools.

A central kitchen serves meals to 1,000 to 1,200 children, a Van takes round the meals to village schools, sometimes 10 to 12 in number, situated in the vicinity. Food is packed in containers where it remains hot. "Although the organisation is very complicated it works very efficiently" says the Report.

* * *

Two special schools for foreign students are attached to Tokyo and Osaka Universities of Foreign Studies, and are intended to orientate the students from other countries to the Japanese Language and Japanese things in general as prerequisite to their further study in their specialised fields at the Japanese universities. The number of students admitted in both schools is 30 per year. The course at these schools is of one year's duration.

* * *

Collecting stamps can stimulate interest in a variety of school subjects. This has been brought out in a booklet "Stamp Collecting in School" recently published in France. The booklet shows ways to adapt a child's natural curiosity and collector's instincts so that postage stamp collections can become useful tools in the classroom. It tells how knowledge of other lands, historical events, personalities in art and literature and science can be fixed more easily in the child's mind through collecting stamps, especially by pasting them under a wide variety of headings and not simply by country.

* * *

United States Public Law 48 of the eighty-second session of Congress, is turning loan-interest paid by India to the United States into (1) Technical books for Indian College libraries, (2) laboratory equipment for Science students, and (3) facilities for study in the States for some advanced specialists.

So far \$9,68,302 have been accounted for in grants. The largest single category of aid is the supply of scientific

equipment. At a cost of \$4,11,275 equipment will be provided to research workers in 25 Indian Universities. Besides, 31 institutes are getting books supplied from their "want-lists".

Finally the law also provides for some money to be used for an exchange of specialists for advanced study. A group of 12 librarians from Indian educational centres has been selected as the first contingent to leave for the United States.



"Number"—An Account of Work in Number with Children throughout the Primary School Stage, by Thyra Smith—Published by Basil Blackwell, Oxford: 1954—pp, 158: Price 9s. 6d.

A GENERALLY ago when I was studying the "Theory of Numbers" in my post-graduate classes, I felt that there was something deplorably lacking in our students' grasp of the elementary facts concerning "numbers" and although I was able to attribute this to their early training, I was not then able to see how a departure from the accepted modes of teaching could be possible to make the subject interesting and instructive.

"Number" by Miss Thyra Smith is therefore like a breath of fresh air. It deals with a child's conception of number from the dawn of consciousness to the second year in the junior school. It unfolds in its pages the child's initial awareness of one-ness, two-ness, etc. The study is intimately related to nursery rhymes and stories centred round home and its environs which help fix the ideas in the child's mind. As the child grows, it endeavours to grasp the concepts regarding money, weight, space, speed, etc. and, at the age of five, it is initiated into the Infant School where also the ideas are developed and nurtured by examples

from everyday life. This tends to lessen the burden on the child's mind and in fact makes what I used to say in my student days, the "magic of numbers" a most fascinating subject.

Although the interest never flags, I would like to make special mention of the treatment relating to the place—value of digits—a concept not properly understood even by some of our students of senior age-groups. I believe much can be learnt from this admirable exposition of the progressive notions about "number", more so as our primary teachers still seem to adhere to the abstract and orthodox technique of counting, addition, subtraction, etc. which tend to make such processes mechanical till the dead weight of routine destroys whatever interest a child may have endeavoured to evince.

This book should prove most valuable to parents and teachers alike.

T. S. Bhatia

Filmstrip Catalogue: Book and Wall Chart Catalogue—Educational Productions Ltd., East Arsleys, Worsley, Yorks: 1955.

IN a balanced audio-visual programme, such aids as the filmstrip, the film loop, "visual" books and wall charts have a definite and important

place of their own. Unfortunately in this country these aids are little used and their possibilities as effective teaching material are not generally known. These aids, relegated to inferior positions in comparison with the film, have not received the attention they deserve from administrators of audio-visual programmes and producers of audio-visual aids. Much needs to be done at governmental level and by private efforts to ensure that such inexpensive and effective teaching aids find their proper place in the context of indigenous needs.

The Educational Productions Filmstrip Catalogue for the current year lists exciting visual material. The extensive list of filmstrips includes a specially designed series for the very young, others on subjects as difficult as music appreciation and poetry, still others on subjects as widely varying as modern languages, fairy tales and the sciences. Pictorially excellent, the filmstrips have been carefully designed, frame by frame, and are accompanied by informative and interesting teaching notes. An idea of the care in planning and production can be had from an example. The filmstrip *Treasure Island* utilises still from the Walt Disney film of the name and apart from the background to the story shows the costume, transport, the streets of Bristol and life on board ship in the 18th century. It is also accompanied by a summary of the story and a number of extracts from the Stevenson classic.

The film loop, a continuous loop of 16mm silent film demonstrating one particular action or movement, repeated without attention for as long as is required, is a particularly suitable aid in Physical education. The loops listed in the catalogue cover extensive ground

in sports and illustrate correct techniques demonstrated by experts.

The companion Book and Wall Chart Catalogue lists a series of colourful and attractive books, essentially "visual" in conception and production, on various subjects and a number of useful and pictorially beautiful wall charts on geography, social studies, handicrafts and science.

The catalogues themselves are perfect visual aids and it is not till one has carefully scanned the pages of these little booklets that one realises properly the extensive possibilities of such aid, not only as effective teaching tools but also as works of art when careful planning and research combine with technical skills. No teacher interested in audio-visual aids can afford to remain without these stimulating booklets.

S. Rahman

"Living and Learning in Nursery School", by Marguerita Rudolph: Harper Brothers, New York—Price \$ 2.75.

"SOME way must be found", says Jessie Stanton—herself a Nursery School specialist—in the foreword to this lively book, "to help young teachers see more clearly what small children are like—their deep dependence on adults, their peculiar way of making friends, their worries and fears as well as their delights.....their limited understanding, their fresh ways of seeing the world, their need at times for firm control". For it is unfortunately only too true that the young teacher fresh from training college, is sometimes unable to bridge the gap between theory and practice, and fails lamentably in finding the way into the child's world. Unless she can enter the hearts of little children,

while always remaining an adult capable of controlling them when they need control, she and they move on different planes, and her efforts as a teacher are largely wasted.

"Living and Learning in Nursery School" brings very close to the adult the enchanted world of the three to five-year olds. Mrs. Rudolph does not make the mistake of just writing about children, nor does she overwhelm us with abstractions. She presents instead, real children in the varied and always interesting aspects of their Nursery school life. As head teacher of a private Nursery school in New York, she has had the opportunity over a period of 15 years, of knowing little children intimately, and she draws freely on this experience. The rest of the material she has collected from various Child Care Centres in New York and from the United Nations International School.

The charm of the book lies partly in its quick sketches of each child's personality, and in its unobtrusive manner of "putting the thing across" is persuasive. One can look back to where the clouds of glory still linger about an almost forgotten dawn, when leaving home for the first time was an adventure turned suddenly into stark loneliness, to the fascination of one's first piece of coloured chalk, and the mysterious activities of the caterpillar in its box with holes.

The book also has a definite purpose—not just to revive nostalgia for lost childhood, but in reviving it, to remind teachers that once they too were children and needed understanding and affection in a strange and adult world.

Part I describes by vivid example all the phases of a child's life at Nur-

sery school—the need to belong, to keep close to home and yet reach for the teacher's love, the moments of clinging and retreating. It is a pity that pp. 17 to 52 seem to have escaped the printer completely, an unsightly flaw in an otherwise attractively produced book.

In Part II, one sees the Nursery school curriculum in action, with the teacher always at hand, to soothe the tearful Sandra perhaps, or listen to Paul's complaint, while helping them to understand one another and live as a group.

The teacher's role in providing opportunities for learning that lead towards Science and help to promote spontaneous creative activity with incidental material is graphically illustrated. To learn that wind moves things, that cooking makes apples soft, and so on, is part of a wonderful game which the teacher enjoys as much as her wards.

Part III takes stock: Are the children benefitting from the Nursery schools? Are they really growing?

The final chapter on the Nursery school teacher is somewhat more serious reading but like the rest of the book is vividly illustrated with real anecdotes. One of them provides refreshing food for thought in an adult world: "A group of children were talking the day after the presidential election. One said: 'Truman won', and another: 'And the Jews won', (referring to current news about Israel). Then, a third: 'But Joe Louis won too'. Then, a fourth spoke up: 'Everybody won!' Of such is the kingdom of Heaven!

Kamala Khan

The Story of Mahabharata—by Channing Arnold; simplified by Marjorie Sykes: Orient Longmans; 1954—pp. 128. Price: Rs. 1/8/-.

THE Epic of the Mahabharata as retold by Marjorie Sykes is a simple and direct narration of events that may have taken place in about the 12th Century B.C. and described in the original Text. These are woven round certain outstanding characters.

As an introduction to the Versified Sanskrit edition by Vyasa the story serves its purpose.

The language and matter is written for the understanding of average children of the age group 10-14 for whom it is presumably meant.

The book is written from a secular standpoint and almost entirely for its story value—the sacred character with which it is viewed in Hindu Mythology is not brought out here. Nevertheless as a book meant for Indian children in the present revival of Indian sentiment the following observations may be made:—

A great purpose is fulfilled in the original Epic of the Mahabharata depicting two *kshatriya* races contending for supremacy. It is often known as the fifth Veda. According to religious exponents and commentators it teaches an ethical way of life and exemplifies many virtues. The Bhagavad Gita—a poem of great perspicuity and beauty of thought is inserted like a pearl in the Bhishma Pravan of the story—Lord Krishna identified as an avatar of Vishnu and Arjuna are the two speakers. The presence of Lord Krishna invests the story with a Divine significance. His presence dominates throughout.

In this simplified version of Channing Arnold's book the notions re-

garding important characters in the story remain hazy throughout. The virtues they exemplify might have been more effectively thrown into relief—e.g. Bhishma's faithfulness to the Kauravas, Yudhishtira's great forbearance and unfailing adherence to righteousness in the face of every trial, Arjuna's bravery and tender-heartedness and Karna's generosity.

The first chapter—thinking about the Mahabharata might have been deleted. Events in the story which raise doubts and conflicting emotions in the minds of young readers might have been re-considered in the light of modern sentiment in India and presented at a new angle.

The name of King Dushyanta which appears in three famous classics in Hindu literature—the Mahabharata, Kalidasa's Shakuntla and the Bhagawatam is misspelt.

The story as it is presented here leaves some gaps e.g. Karna's sudden appearance on the scene at the tournament in Hastinapur. Till the end, the reader is in ignorance of Karna's identity and relationship with the Pandavas.

In a total assessment however the book may be said to be a laudable attempt to present a lengthy and complicated story in a simple and readable form. It is written with directness and simplicity and children will enjoy it for its value as a story book.

A. Coelho

New Bharat Readers Books, II, III, and IV. Venus Prakashan, Poona, pp. 144, 168, and 200. Price: Rs. 1-4, Rs. 1-6 and Rs. 1-10.

WITH the reorientation of the educational system, Bombay has introduced the New Bharat Readers for

its new Secondary school. The Readers, written by an educationist, are in accordance with the syllabus prescribed. Books II, III and IV, reviewed here, are written for children of standards VIII, IX and X, when children will generally be 13, 14 and 15 respectively, and will have nine to ten periods a week for English.

In the selection of material the author seems to have borne in mind the psychological and educational considerations relevant to the age groups for which the books are written. The selection includes pieces in prose, poetry and drama. The diversity of content exemplified in the material chosen and the adaptations from ancient and modern history and literature offer balanced and interesting fare to young readers. There are provocative stories of humour and ingenuity, the particularly charming ones in Book II (the stories of "Weighing the Elephant", "The Moulvi and the Washerman", "Shaving the Ass") are likely to be children's favourites. The preface also contains helpful hints for teachers. The good point about the exercises is their recognition of the need to avoid monotony.

Commendable as the Readers are, they are not without defect. The material lacks integration. For instance, a little more purposeful integration of the stories with other class subjects and the life itself, could have lent a novel feature to the books. This would have helped in making some chapters, interesting learning experiences through basic or activity programmes. Practical subjects admit of endless adaptation to live teaching methods and the subjects which would easily suggest themselves are of a wide range. To name a few; the growth of a

crop (rice, wheat, silk, cotton) care of the land, building a toy, a table or home, cooking a meal, study of the names, ways and habits of birds, insects and animals, the growth of a butterfly, a frog, the study of the astronomical sphere and so on.

The selection of certain stories also leaves much to be desired. "Boom, Boom" and the "Blacksmith of Nashirabad", for example, offer no encouraging incentive for reading. The first story could have been a delightful revelation on the care of the sick. The second would have made a better story, with an emphasis towards the end, on the attainment of wealth through labour on land. As it stands, the story seems to set a premium on laziness and superstition. "The story of Hari", "The Village Well", "My Village", "My Town" are other instances where better handling could provide interesting facts about science, society and good citizenship.

Literary selections, such as "Alexander's Wonderful Horse", "What Horatius", "The Curdseller", "What half-an apple did" would have enriched the content of Book II and made room in Book III for easier passages from famous writers such as Shakespeare, Dickens, R. L. Stevenson, Rudyard Kipling, to mention a few. The inclusion of the lives of famous painters, musicians and dancers would have been an interesting departure from the conventional choice in textbooks.

Roshan Marker

'Blue Lotus' Readers Primer by J. G. Bruton. Publishers: Oxford University Press; 1955, Price: Rs. 1/4/-.

THIS is a wisely conceived and well edited Primer for Indian children between the ages of five and seven.

It moves logically from simple recognition of people and things to short dialogues. Practice in conversation precedes introduction to narrative, and everywhere questions make revision simple and sure. The child is introduced to the world round him in such matters as people, institutions, days, months and years, the time of day, elementary Geometry, Geography and History and finally to fables and simple verse. The Primer is neatly printed and illustrated. The scene is Indian as are the people. I could wish that it were cheaper so as to secure for it the widest possible circulation but Rs. 1/4/- is not really so much to pay for a Primer so well printed on such good paper.

Muriel Wasi

Education and the Significance of Life by J. Krishnamurti. Published by Victor Gollancz Ltd., 1955. Price 8/6.

TO understand life is to understand ourselves and that is both the beginning and the end of education. With this as the core of his book, the writer tries to analyse the malaise of our times, where people seek only the values of security and success, where they are always constricted by fear, timidity and the uncertainty of things. For all this, he blames the existing system of education with its accent on specialisation, professional training, efficiency, etc.

Truth lies in freedom and integration. According to the writer, the individual is made up of different entities and education should bring about the integration of these separate entities. Right education, he says, is the cultivation of freedom and intelligence. This alone will lead to world peace, for

intelligence means the capacity to discern which, combined with a sense of freedom, will eliminate all friction and prejudice. To impart the right kind of education, small schools should be established, staffed with the right kind of educators. Parents and teachers must be guided by a different set of values in their dealings with children. Sex and marriage should be based on love and not on hope of profit. Art and beauty must not be escapes from life, but a means to the realisation of truth.

Reading the book one is wholly lost in a world of vision and light. It is a world where "conformity and obedience have no place in the right kind of education". Mr. Krishnamurti calls religion a 'merely organised belief with its dogmas, rituals, mysteries and superstitions'. In his opinion discipline, routine and compliance are cramping influences. Efficiency is nothing but a means of exploitation. He envisages the ideal kind of school run on mutual cooperation and goodwill, without the aid of any central authority, "Surely in a group of true educators, the problem of authority will never arise". In his world people work for and live only on love.

One might surely ask then—Is the author really serious about all that he says? In his utopia, he is rejecting the very basic traits of human nature that sustain society and hold a community together. Conceding, for the sake of argument that efficiency, discipline, ambition and success are mundane considerations, can we hope to dispense with them? From a practical point of view, one cannot help feeling that in the pursuit of a utopia such as the author has set before him only one achievement is probable—anarchy.

Kala Thuirani

Successful Teaching, Its Psychological Principles by Mursell James L.—McGraw-Hill Book Coy., Inc. 1954 (Second Edition). pp. xv 321.

THIS is the second edition of a successful book on teaching.

The author asks, "What is successful teaching?" and gives an interesting answer, namely, it is teaching, the results of which are lasting and which the learner can use in his life. The author probes the foundation of teaching of this type. Ultimately, such teaching must make learning meaningful and of real worth to the pupil, because learning is essentially a quest for meaning.

The process of finding meaning is essentially a process of discovery. Hence, if the teacher intends his teaching to go home, he must organise the situation in such a way that the pupil will discover the meaning of the situation himself. Only when he does so, will teaching last and be of use to him in life.

In order to organise the teaching situation in this manner, the teacher has to respect the following six principles:—

- (i) The principle of context, that is to say, the lesson to be taught must be presented in actual and concrete applications with the help of compelling experiences—personal as well as social.
- (ii) The principle of focus. The focus defines and directs the purpose of the pupil's learning and, therefore, mobilises his will to learn.

- (iii) The principle of socialisation. A pupil will do many tasks better in a group than alone. The principle of socialisation also helps to dissolve the many problems of discipline which arise in the process of teaching. Instead, it yields a natural orderliness and harmony in the learning group.

- (iv) The principle of individualisation. The teaching has to be adapted to the mental level of each pupil. Teaching has to be in terms of the learner's own purposes, aptitudes and abilities.

- (v) The principle of sequence, that is to say, the teaching must accord with the mental growth of the pupil.

- (vi) The principle of evaluation. Not only does this mean that the teaching job must be judged by an outsider in respect of its success or otherwise, but that the pupil himself must feel that he is growing in the process of learning.

The above is, in brief, the thesis of this book and it is presented here with a wealth of detail. It assimilates many items of research into the psychology of learning and presents them in rich language. The book is, therefore, profitable as well as enjoyable reading.

Scattered here and there are anecdotes that are not only interesting in themselves, but that illuminate the subject-matter. Here is an example:—

"A certain professor was known all ways to fail five per cent of all his classes. When a group of students

came together for the first time in one of his courses, they counted noses and found there were 19 enrolled. One, therefore, was doomed to fail no matter what happened. So they chipped in and paid the fees of one additional student who entered the course on the understanding that he was to fail. He did so and the other 19 passed. Undoubtedly, these students managed to learn something in the situation, but it was not at all what the professor intended. Nevertheless, it was just what the organisation of learning played up and suggested."

The final chapter attempts a synthesis of the six principles that the author regards as essential for successful teaching.

The book will be useful to all interested in education and particularly to teachers in Elementary and Secondary schools.

Sohan Singh

United Kingdom Post-graduate Awards—Published by the Association of Universities of the British Commonwealth—1954-55.

THIS pamphlet contains Appendices II and III of the Commonwealth Universities Year-book 1955 due to be published this year.

It is useful for Indian students proceeding abroad for further studies as it gives a comprehensive list of awards in all important branches of study in the United Kingdom.

Appendix II deals with Post-graduate awards (Fellowships, Scholarships, Travel Grants, etc.) for advanced study and research, tenable at the

universities and institutions of equivalent status in the United Kingdom. Appendix III lists some of the more important awards tenable outside the United Kingdom and is primarily intended for British graduates wishing to study abroad.

H. K. S.

Youth and Fundamental Education.—Monographs on Fundamental Education—IX. Published by Unesco—pp. 86 Price \$1.75; 9/6; 450 Fr.

THIS is a valuable addition to the series of monographs on Fundamental Education published by Unesco. The book is divided into three Chapters, the first Chapter of which sets forth some of the world's basic needs—health, food and nutrition, housing and education. With the help of pictures and statistics, it tells the reader how two-thirds of the world's population lives in disease and poverty, in want and ignorance.

Chapter II deals with that part of Unesco's programme, that is called "Fundamental Education". The term "Fundamental Education" aims at approximately the same goals as "Social Education", "Community Development" etc. It includes all activities of individuals, local bodies and national and international organisations that seek to improve the living conditions of men and women who are denied, for geographic or other reasons, the bare necessities of life. But the story does not end there. The victims of an outmoded way of life, these people have to be educated to accept the change, if they are to be helped out of the apathy of ignorance and enabled to overcome the limitations of their environment. The

narrative goes on to tell how the United Nations and its Specialised Agencies have developed a three-fold programme of activities to encourage the development of Fundamental education. Seven rural and urban projects have been cited to indicate the role which voluntary youth groups can play in Fundamental education.

The third Chapter offers specific suggestions for action through direct participation by local, national and international youth groups, study and information programmes, and financial and material assistance.

Fundamental education alone is not a remedy for all social maladies, nor is it a substitute for economic progress. It is a method that enables masses of uneducated adults and children to raise their standard of living. This little booklet does not and should not serve as a complete manual for organising Fundamental education programmes; such technical information may come from other sources. Yet "Youth and Fundamental Education" is a call for united action by young people—action against widespread hunger, ignorance, disease and poverty, that it will be hard for the sensitive to resist.

Abul Hasan

Two documents concerning the Fifth Congress of the International Catholic Child Bureau, held in Venice, May 2-8, 1955.

THE subject before the Fifth Congress of the International Catholic Child Bureau that met in Venice from May 2-8, 1955, was "the Development of an International Sense in Children." The members assembled were, for purposes of discussion, divided into

seven Commissions to work on various aspects of the subject. This documentary material prepared by the Conveners of the Congress contains a work project for each of the seven Commissions and was circulated to the participants of the Congress in advance so that they could prepare the subject and take an active part in the proceedings of the Congress.

The first of these documents briefly outlines the specific areas of discussion assigned to each of the Commissions. These related to the role of the family and pre-school education of a child in the development of an international sense, school pedagogy; child group movements; religious education; press as an agency in child education; and audio-visual media. One Commission devoted its attention to the medico-social and psycho-pedagogical aspects of the subject.

The second document is a bibliography of references on the subject before the Congress. The purpose of this bibliography is to give all those interested in the subject a list of book and magazine references, showing what has been accomplished in this field so far and what remains to be done.

K. Thairani

Education Abstracts. Vol. VI. No. 10.—Education Clearing House, Unesco. Annual Subscription: \$ 1.75; 9s. 6d.; 450 frs.

THE December, 1954 issue of Education Abstracts is a fruit of the combined resources of National Commissions for Unesco in the Member States. It will certainly serve as a good pattern for systematic and exhaustive

work in this direction. Coordinating the information furnished by Member States, the Unesco Secretariat has provided supplementary information not otherwise represented. In the field of bibliographical study, this venture has more than justified its existence. This study offers an invaluable document for librarians, comparative educationists, incorporating up-to-date and exhaustive material. Moreover, as it is international in character it has a wide perspective and usefulness. Comments accompanying the statistical data are of special value. Without claiming to be final, this annual document has balance and clarity.

M. Kashyap

Journals and Other Publications Received

Adult Education Bulletin.—Mysore State Adult Education Council, Mysore. Vol. 3, No. 4.

American Reporter.—Vol. V, No. 9. Published by U.S.I.S., New Delhi.

C.I.E. Record.—Bulletin of the Central Institute of Education, Delhi—3. Volume IV, No. 3, April, 1955.

Community Development Bulletin.—Vol. VI, No. 2, March, 1955. Published quarterly by the Institute of Education, University of London, Malet Street, W.C.I. Annual subscription 3sh. 6d. Editor: S. Milburn, M.A.

Compulsory Education in Cambodia, Laos and Viet-Nam.—Unesco. Price: \$ 1.25; 7/6; 350fr.

Development of Public Libraries in Africa.—Unesco. Price: \$1.75; 9/6; 400 fr.

Education and Psychology.—Gangashahar, Bikaner, Mental Testing number 1954: 4-5 and Vol. 11 No. 1, Jan-March, 1955. A bilingual (English-Hindi) bi-monthly devoted to research and reorientation in the related fields.

Educational Studies and Documents.—Unesco. Worker's Education for International Understanding No. VIII, July, 1954. Education Abstracts Vol. VI. Nos. 7, 8 and 10, September, October and December, 1954.

Fundamental and Adult Education.—Unesco. Vol. VII, No. 1, January, 1955. A quarterly bulletin. Annual subscription: \$ 1; 5/-; 250 fr.

Indian Journal of Adult Education.—Vol. XVI, No. 1, March, 1955. Published by Indian Adult Education Association, 30, Faiz Bazar, Delhi. Annual subscription: Rs. 5/-.

Indonesia.—Vol. 1, No. 1, 21 April 1955. Information Service Indonesia, New Delhi.

Italian Cultural Digest.—Vol IV, Nos. 1, 2, and 3 Jan./Feb./March 1955. Issued monthly by the Italian Consulate, Bombay. The purpose of this magazine is to further better understanding between India and Italy.

Jan Jivan (Hindi).—Vol. 19, Nos. 10, 14 and 15. Weekly journal issued by the Samaj Shiksha Board, Bihar, Patna-4.

Jan Shikshan (Hindi).—Vol. 7, No. I, January 1955, Monthly journal issued by the Vidyabhavan Society, Udaipur (Rajasthan). Annual subscription Rs. 5/-.

News from Indonesia.—Vol. VI, Nos. 9, 10, 11, 12, 13, 14 and 15, Information Service Indonesia, New Delhi.

Social Education News Bulletin.—Vol. VI, No. 5, May, 1955. Indian Adult Education Association, 30, Faiz Bazar, Delhi. Annual subscription Rs. 3/-/-.

Sunshine.—Shivanagar, Poona-5. Vol. 1. No. 5 and No. 7 February, and April-May, 1955. Progressive Children's National Monthly with a world view. Editor: G. S. Krishnayya. Annual subscription Rs. 5/8/-.

The Bihar Educationist.—Vol. 2, No. 4, October-December 1954. A bi-lingual (English and Hindi) quarterly educational journal published by the Bihar Educationist Association, Patna-6. Editor: S. S. Varma. Annual subscription: Rs. 5/-/-.

The Development of an International sense in children.—(1) Work-Project of the Commission of the Congress; (2) Bibliography on the deve-

lopment of International Sense in Children. Published by International Catholic Child Bureau at its Vth Congress held at Venice in May 1955.

The Educator.—University Training College, Nagpur. Vol. 8, No. 1 January, 1955. A quarterly Educational journal. Editor: A. Varma. Annual subscription: Rs. 4/8/-.

The Mysore Economic Review.—Bangalore-2. Vol. 41, Nos. 3 and 4. A monthly devoted to a discussion of socio-economic topics and current affairs. Annual subscription; Rs. 6/8/-.

The School World.—Belgaum, Vol. XX, No. 3. March, 1955. A bi-monthly journal devoted to educational and cultural topics. Editor: K. G. Warty. Annual subscription: Rs. 3/-/-.

Unesco Bulletin.—Vol. VI, No. 3. Annual subscription: \$ 1.75; 10/6; 500 fr.

W.U.S. News.—Delhi, Vol. 3, No. 1, March, 1955. World University Service, Delhi.

INDEX to Articles

KEY TO ABBREVIATIONS

† Continued on later pages of same issue.

A	April
D	December
F	February
J	January
JI	July
Mr	March
N	November
O	October
S	September
b	Bimonthly
(m)	Monthly
no	Number
(q)	Quarterly.

The following is a sample explanation of abbreviations used:—

Gupta, D. P.

Reorganization of secondary education.

Jnl Educ Psy 11 no 1: 29-33 Ap '53.

The article of D. P. Gupta will be found in Journal of Education and Psychology volume 11 number 1 on pages 29 to 33 of the April 1953 issue.

LIST OF PERIODICALS INDEXED

Adult Educ Rev.—Adult Education review. G. H. Rau. South Indian Adult education association, Madras-1. (m).

Christ Educ.—Christian Education. Rs. 2. E. B. Paul, Business Manager, 3, Wesley Road, Jabalpur, Madhya Pradesh. (q).

Educ.—Education. Rs. 10. Prop. T. C. E. Journals & publications Ltd., P.O. Box 63, Lucknow. (m).

Educ Psy.—Education and psychology, Prayag Mehta & Udai Pareek, eds. Rs. 12. Gangashahar, Bikaner. (b).

Educ Quar.—Education Quarterly. Rs. 8-8-0. Ministry of Education, Government of India, New Delhi. (q).

Educ Ind.—Educational India. M. Venkatarangaiya, ed. Rs. 4-8-0. Educational India Office, Masulipatam (S. India). (m).

Educ Rev.—Educational Review. A. N. Parasuram. Rs. 5. 14/A, Sunkumar Street, Triplicane, Madras. (m).

Educator.—Educator. M. Varma, ed. Rs. 4-8-0. University Training College, Nagpur. (q).

Ind Jnl Adult Educ.—Indian Journal of Adult Education. Rs. 5. Indian Adult Education Association, 30, Faiz Bazar, Delhi. (q).

Ind Jnl Psy.—Indian Journal of Psychology. Indian psychological Association, 92, Upper Circular Road, Calcutta-9.

Jnl Educ Psy.—Journal of Education and Psychology. T. K. N. Menon, ed. Rs. 4. Faculty of education and psychology, the M. S. University, Baroda. (q).

Jnl Voc Educ Guid.—Journal of vocational and educational guidance. H. P. Mehta, ed. Rs. 3. Parsi Panchayat

Vocational guidance Bureau, 209, Dr. Dadabhai Naoroji Road, Fort, Bombay. (q).

New Educ—New Education. Rs. 4. Teachers' college, Saidapet, Madras-15. (q).

Prog Educ—Progress of Education. N. V. Kinkar, ed. Rs. 6-9-0. 624, Sadashiv Peth, Poona-2. (m).

Sch World—School World. K. G. Warty, ed. Rs. 3. 117, Thalakwadi Belgaum. (b).

Shiksha—Shiksha. B. N. Jha, ed. Department of Education, U.P., Lucknow. (q).

Social Educ News Bul—Social Education News Bulletin. V. S. Mathur, ed. Rs. 3. Indian Adult Education Association, 30, Faiz Bazar, Delhi. (m).

South Ind Teach—South Indian Teacher. Rs. 5. 520, High Road, Triplicane, Madras-5. (m).

Teach Jnl—Teachers' Journal. Anila Devi, ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).

Teaching—Teaching. Rs. 4. The Editor, c/o Oxford University Press, Post Box 31, Bombay-1. (q).

Vind Shiksha—Vindhya Shiksha. R. M. Chaturvedi, ed. Rs. 4-8-0. Department of Education, Vindhya Pradesh, Rewa. (m).

Vyayam—Vyayam. C. C. Abraham. Rs. 5. The Alumni Association, Y.M.C.A. College of Physical education, Saidapet, Madras-15. (q).

ACADEMIC freedom.

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SECONDARY EDUCATION SECTION

INTRODUCTORY NOTE

WITH this issue of the Education Quarterly, we are launching yet Another (hopeful) venture! As announced in the last issue, the Ministry of Education have decided to include a special supplement on Secondary education in each issue so as to invite the attention of teachers working in this field to the many important problems and issues that they will have to face in the process of reconstructing Secondary schools on sounder lines.

For many weary decades, Secondary education was neglected in the sense that its basic issues and problems were not carefully and comprehensively surveyed and, while many minor reforms and adjustments were made, there was no attempt at a bold or radical reconstruction of its objectives, curriculum and methods. Recently, however, a good deal of attention has been given to it and the Secondary Education Commission has put forward proposals and ideas which may give a vitally new orientation to it. Since this report was published less than two years ago, it may be claimed that neither Government nor public opinion have "allowed much grass to grow under its feet" and a number of steps have been already taken to implement its proposals and ideas. I would like to refer in this connection, first, to the rather new and rewarding idea of associating a large number of teachers, of all grades, with the process of the detailed scrutiny of the Report. It was placed before an Implementation Committee last year which has worked out the most impor-

tant priorities and drawn up an actual plan of operation. It was discussed for about a month at the first all-India Seminar of Headmasters held at Simla in 1953, a report of whose deliberations was published by the Ministry of Education in a brochure entitled *Head Masters on Secondary Education*. That infectious Seminar has been followed up by a number of others on a regional or State basis where various aspects of the Report have come in for detailed study. Again, an International Team of Secondary Educationists studied in detail the problems of curricula and examinations in the light of the general recommendations made in the Report. In these and various other ways, a great deal of professional and even public interest has been aroused in this problem of giving a new and better deal to Secondary education.

Some persons—with perhaps less understanding than capacity to criticise—have raised the question why a Report compiled by a Committee of "experts", should require all this discussion. They forget that educational reform is different from, say, building a dam or a factory where the necessary technical personnel and material resources are all that is needed to complete the project. In introducing far-reaching educational changes it is essential to create a favourable climate of opinion, to take the teachers—the social engineers of the human project—with us, and to work out the details in the light of their practical suggestions and experience. They cannot obviously be put through by issuing an official

fiat that certain things have to be done. One of the objectives of Headmasters' Seminars—and we hope these will soon be supplemented by Teachers' Seminars—is to help create a congenial and favourable atmosphere for this purpose.

Again, it has been necessary, as part of this campaign for preparing the ground, to discuss the new pattern of reconstruction with the various educational authorities who are actually concerned, directly or indirectly, with the control and administration of Secondary education in the States. These include the State Education Departments the Boards of Secondary Education and the Vice-Chancellors of Universities—the Vice-Chancellors coming in, not only because the universities are important "consumers" of the products of Secondary schools, but also because the establishment of multi-purpose Higher Secondary schools is linked up with the proposal of a three-year degree course and the abolition of the Intermediate Examination. This change-over involves many major and difficult readjustments which require intelligent cooperation and coordination amongst all the agencies concerned.

It is, therefore, a matter of considerable gratification that almost all the States and the universities have accepted the new pattern in principle and are now busy in working out their detailed administrative and financial implications. The Government of India, on their part, are anxious to do all that they can to facilitate and smoothen the process of transition from the existing to the new pattern. In this connection, I would like to invite the attention of all teachers and other educationists to a new publication of the Ministry of Education, entitled *A Plan for Secondary Education*, copies of which are being sent to all Secondary schools. It attempts to elucidate the new pattern and answer some of the questions that have been raised and the difficulties that have been pointed out in effecting this change-over. Amongst the more concrete steps taken to work out some of the practical suggestions, reference may be made to the Committees that are at work to formulate the syllabuses in the various practical subjects recommended for inclusion in the multi-purpose schools, the establishment of a Bureau of Educational and Vocational Guidance to prepare test materials and provide expert leadership in the field of counselling, and of a Bureau of Text-book Research which is engaged in working out methods and techniques for improving the quality and standards of production of school books as envisaged by the Secondary Education Commission.

Moreover, under the first Five-Year Plan, steps are being taken to convert 500 existing High Schools into multi-purpose schools and to strengthen the libraries and laboratories and the teaching of social studies in a large number of other schools. Under the second Five-Year Plan, we envisage, subject to the availability of resources, a much more ambitious programme of raising Secondary into Higher Secondary schools, converting many more unilateral schools into multi-purpose schools and improving their equipment and buildings as well as the status and the conditions of service of teachers. If we can put through these and many other allied proposals into action with the cooperation of teachers, Secondary and the State Governments, Secondary education will take a step forward which is unparalleled in the history of Indian education. Public men, educationists and busy bodies have been

constantly complaining that the pace has, for various reasons, been slow and partly because, for a nation as for an individual, aspiration must always aim beyond the immediate grasp. But it would not be a bad thing occasionally to count our assets also and, as the Prime Minister has said on many occasions, to realise that with all our limitations and shortcomings we have been forging ahead in many directions. In some fields the achievements can be easily perceived, because they are quantitative and are embodied in bricks and mortar; in others, they are more intangible, slow to come to the surface and need the discerning eye to become visible. Education is such a field but there can be no doubt that there is considerable ferment of thought as well as forward movement in it.

Amongst the various measures that have been taken to create the conditions necessary for the reform of Secondary education, I attach special importance to a venture like this Secondary Education Section because it seeks to draw the teachers into active cooperation. They are, after all, the real architects of the new edifice—that is to be. The success of all reorganisation proposals will depend eventually on the extent to which the workers in the field become enlightened about the objectives of the contemplated reform and

the methods by which they can be achieved.

It is, therefore, to be hoped that this supplement will be read not only by all teachers in Secondary schools but also by parents and guardians and other educated persons so that they may appreciate and appraise the trend of new developments. We propose to publish in it accounts of promising experiments and developments, which have been successfully carried out or are being implemented in schools. As I have said on more than one occasion, there is good work being done in many of our schools—all our ten thousand Secondary schools are not asleep!—but it is not known or gets no publicity. We shall be glad to provide such publicity for all really significant work. A Readers' Forum will also be opened to give teachers an opportunity of discussing their immediate problems and difficulties and raise issues which they would like their colleagues and other educationists to elucidate. We do not want to develop it into a journal primarily devoted to theoretical discussions. We want to report and evaluate and criticise what is being actually attempted and invite you to cooperate with us in this project.

—K. G. Saiyidain

THE RECONSTRUCTION OF SECONDARY EDUCATION

OF all the high-power commissions appointed by the Government of India from time to time to survey Indian education and suggest measures for its re-organisation and improvement, the Secondary Education Commission is the last in the series so far. It is rather surprising that a commission on Secondary education should have been the last, for apart from its own intrinsic importance Secondary education is also decisive in determining the quality of education both at the elementary and collegiate levels. "Secondary schools supply teachers for elementary schools and students for colleges and other institutions of higher level."¹

The Commission was appointed in October, 1952 "to examine the prevailing system of Secondary education in the country and to suggest measures for its re-organisation and improvement". The Commission submitted its report in June, 1953 which has since been published. Of its 169 recommendations covering such diverse aspects of the problem as curriculum and administration, methods of teaching and finance, examination and teaching personnel, and study of languages and guidance, the two most important are perhaps those that relate to the re-organisation of the pattern of general education and the diversification of education at the Secondary stage.

In general, the future pattern of education as envisaged in the Commission's Report and as with a few minor modifications accepted by the Central Advisory Board will be as follows:²

- (a) Eight years of integrated elementary (Basic) education. This stage will generally cover the period from 6 to 14, but the last year of this stage may well be used as an exploratory year to find out the aptitude and interests of the pupil;
- (b) three years of Secondary Education proper where there will be a marked diversification of courses. The stage will generally cover the period from 14 to 17; and
- (c) three years of University education after the Higher Secondary school, leading to the first Degree.

In regard to the diversification of the curriculum the Commission has recommended that each child, in addition to the core curriculum consisting of languages, Social studies, General Science and one craft should select according to his level of ability, aptitude and interests, three subjects from one of the following groups: Humanities, Sciences, Technical, Commercial.

1. From the Inaugural Address of Maulana Azad to the Central Advisory Board of Education at its 22nd Meeting held at New Delhi in January, 1955.
2. For the detailed reasons for the proposed re-organisation, please see Ministry's brochure—'A Plan for Secondary Education'.

Agriculture, Fine Arts and Home Science (pages 87-88 of the Report). It is hoped that besides enriching Secondary education as such the new provision will also go a long way towards making Secondary education for the majority of pupils a stage complete in itself and no longer a mere stepping stone to education in the universities.

Ever since the blessing of the Report by the Central Advisory Board in February, 1954 the Government of India have been keen to implement its major recommendations. The Government recognise that Secondary education is primarily a concern of the States, but in view of its importance to the life of the country as a whole both in the field of culture and technical efficiency, they have found it difficult to divest themselves of the responsibility to improve its standards and to relate it to the larger problems of national life. As a first step towards the implementation of the Report, the Government appointed on the recommendation of the Central Advisory Board in November, 1953 a Special Committee "to advise on the implementation of its recommendations and to suggest from time to time, further steps which should be taken by the Governments and Universities in this behalf". The Committee besides strongly recommending that the Central and State Governments should declare their general acceptance of the new educational pattern, also drew up a list of the twelve most important recommendations, the introduction of diversified courses being accorded the highest place on the list in order of priority.

As suggested by the implementation Committee, the Government of India have already in collaboration with the

State Governments taken in hand the implementation of the major recommendations of the Commission during the first Five-Year Plan. The Central contribution on non-recurring items is provided at 66 per cent. and on recurring items at 25 per cent. The targets and estimates set in this behalf are briefly summarised below:

- (1) Establishment of 500 multi-purpose schools at a total cost of Rs. 16 crores.
- (2) Assistance to 300 additional schools for teaching science at a cost of Rs. 50,000 per school.
- (3) Improvement of teaching of general science, social studies and crafts in 1,500 High Schools at a cost of Rs. 15,000 per school.
- (4) Improvement of library facilities in 500 multi-purpose schools at a cost of Rs. 5,000 and in 1,500 other schools at a cost of Rs. 2,500 per school respectively.
- (5) Introduction of craft instruction in 2,000 Middle schools at an average cost of Rs. 3,500 recurring and Rs. 4,000 non-recurring.
- (6) Establishment of eight centres of training for craft instructors at a cost of Rs. 60,000 non-recurring and Rs. 20,000 recurring and strengthening of training facilities in eight existing institutions with a view to reorienting them at an average cost of Rs. 60,000, non-recurring and Rs. 16,000 recurring.

3. For the report of the Committee see pages 291 to 301 of the "Proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education in India".

- (7) Organisation of seminars and refresher courses for teachers, headmasters and inspectors etc. and certain other miscellaneous schemes estimated to cost about Rs. 25 lakhs during the plan period.

To date proposals have been received from 12 States and a total of over Rs. 2 crores sanctioned in respect of these Schemes.

One important recommendation of the implementation Committee was that the Central Government should set up small panels of experts drawn from all over the country and charge them with the preparation of model syllabuses for the different subjects of the new curriculum. The discussions held with the State representatives in the last two conferences of State Education Secretaries and Directors of Public Instruction however, revealed, that in addition to the formulation of the syllabuses, the States would also like the panels to draw up standard lists of equipment with cost and also to indicate the minimum qualifications of teachers required for instruction in the new subjects as well as the minimum salary scales necessary to attract them. The All-India Council for Technical Education has offered to attend to the task in respect of the Technical, Commercial and Fine Arts Courses through its special Boards of Studies while for Agriculture and Home Science special committees of experts have been appointed to make necessary recommendations in regard to these matters. The recommendations of these special committees and those to be received from the Boards of the All-India Council of Technical Education will be finally examined by a Central Coordinating Committee before being

forwarded to the State Governments for further guidance.

Further, no sooner had the task of putting into effect the recommendations of the Secondary Education Commission begun, than it became clear that in addition to the availability of necessary funds and the cooperation of the State Governments, a third factor of the greatest importance upon which the success of the entire programme hinged was the cooperation of the Universities and Boards of Secondary Education. The extension of the duration of the Secondary stage by one year, for example, could not be secured without the collaboration of the Boards and Universities concerned. Nor could anything be done towards abolishing the intermediate stage and the institution of the three-year Degree Course without their support. It was necessary, therefore, that the Government should seize the earliest opportunity to take these authorities into their confidence regarding the proposed scheme of educational reforms and invite their cooperation in putting them into operation. The Universities and Boards were first approached through a comprehensive memorandum prepared by the Government on this subject. The memorandum set out the major recommendations of the Commission and detailed the exact measures that would be necessary to implement them. The reactions of the University and Board authorities to this communication though generally favourable, threw into relief several issues whose resolution demanded an early Conference of the Vice-Chancellors and Chairmen of the Boards of Secondary Education. Consequently a Conference of these functionaries, presided over by the Education Minister, was convened in January 1955 at Delhi.

The Conference, after a full discussion of all the relevant issues, unanimously passed a resolution supporting the pattern outlined earlier and suggesting "that wherever possible, universities should start a pre-university course for the academic year 1956-57 followed by a three-year degree course from 1957-58." It is hoped that the resolution will go a long way towards converting the Universities and Board authorities to the new reforms within the target date suggested by the Conference.

Mention should also be made of the All-India Council of Secondary Education which the Government have decided to set up recently. This has been necessitated by the many new organisational, educational and administrative problems that require to be tackled effectively by a small body of experts. The duties of the Council include, *inter alia*, to advise the States and Central Governments about improvement and expansion of Secondary education in all its phases.

These are some of the important measures which the Central Government have already adopted to give effect to the recommendations of the Secondary Education Commission. Considering that the measures have all been taken within a short span of less than 18 months, the data will serve to indicate the extent to which the Ministry of Education have been concerned recently with the task of re-orienting the Secondary system quickly. The data certainly give the lie to the

fear expressed by many persons at the time of the Commission's appointment that its recommendation would meet only with the fate of the earlier reports and receive no more than what a wag has described as the "respectful inattention" of the authorities concerned. It is now generally recognised that with the attainment of freedom, the educational canvas has undergone important changes and that the responsibility for implementing a sound education policy can no longer be shirked by the people or their chosen representatives.

It is apparent that the bulk of the task of reforming the educational system in the country will have to be completed during the second Five-Year Plan. We are told that social justice is going to be one of the cardinal principles of the new Plan. This principle unmistakably implies the provision of a greater equality of opportunity in education at all levels. The Planning Commission have also, in several of their recent utterances, stressed that the execution of the second Five-Year Plan will require a rapid expansion of training facilities to turn out technical and scientific personnel in adequate numbers at all levels. It can be legitimately hoped, therefore, that the tempo of expansion and improvement of educational facilities during the second period will increase considerably. To this reconstruction, the Secondary School can make an effective contribution

Veda Prakasha

ACTIVITIES AT THE CENTRE

Conference of Vice-Chancellors and Chairmen of the Boards of Secondary Education

With a view to clarifying the various issues connected with the implementation of the recommendations of the Secondary Education Commission, a Conference of Vice-Chancellors was held at New Delhi on 8th January, 1955. Among the items for discussion on the Agenda were the abolition of the Intermediate stage, the addition of one extra year to the Secondary stage and the organisation of the pre-university class and the pre-professional class. The institution of the three-year degree course and the admission of students from Higher Secondary schools to professional colleges was also discussed.

Professor Humayun Kabir, who presided at the morning session, informed the Conference that in the next five to seven years, the process of converting Secondary into Higher Secondary schools would be complete. With a view to raising the standard of Secondary schools, the Government had agreed to finance a scheme for converting 500 multi-purpose schools into Higher Secondary schools before the end of the financial year 1955-56. A further 1,500 High schools would be brought nearer the level of Higher Secondary schools by giving them better libraries, better scientific equipment and providing better facilities for training teachers. It was hoped that in this way about 1,500 to 2,000 schools could be converted into

Higher Secondary schools over the next two years. This would, however, leave a majority of schools at the present level. For pupils of these schools, provision must be made for an extra year's schooling to bring them up to the Higher Secondary school standard.

The variations in the structure of school education obtaining in different States made any insistence on absolute uniformity impracticable, but it was possible to fix the age of the Higher Secondary level at 17 plus and also to define the standard of attainment to be reached by pupils leaving schools.

The Members were agreed that in the reforms contemplated special emphasis should be laid on diversified courses and the provision of suitable facilities for vocational guidance.

The Conference resolved that the general pattern of educational re-organisation as recommended by the Secondary Education Commission should be adopted by the universities and the Boards concerned, that the transition from the High schools to Higher Secondary schools should be completed by 1961; and that the universities should start a pre-university course from the academic year 1956-57 followed by a three-year degree course from 1957-58.

Maulana Abul Kalam Azad, Minister for Education, who attended the afternoon session, expressed the hope that the decision adopted by the Conference

would in the years to come produce fruitful results for the country and the nation.

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The Central Advisory Board of Education

The 22nd Meeting of the Central Advisory Board of Education held on January 12th to 14th, 1955 and presided over by the Education Minister, also discussed at length the proposed reforms in Secondary education. In his presidential address, Maulana Abul Kalam Azad reminded the Members that the greatest emphasis during the year under review was on the reconstruction and improvement of Secondary education as a whole. He mentioned as a defect in the existing system of Secondary education, the lack of facilities for pupils with different tastes and aptitudes. The need for establishing a large number of multi-purpose schools was obvious but in spite of a few encouraging beginnings in some of the States, the vast majority of Secondary schools was purely academic. The lack of resources in men, material and funds remained the main difficulty. The Government of India had already initiated schemes to meet these crying needs.

The Board unanimously adopted a resolution similar to that passed by the Conference of Vice-Chancellors. It recommended in addition that a Committee should be appointed to draw up an integrated syllabus for the School Final examination. It was also decided that the last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than ten years, the actual duration of the school system in the various States to be determined by the State Government concerned.

The Minister announced at the Meeting that it was proposed to set up a Council of Secondary Education more or less on the lines of the All-India Council of Technical Education. The Council would review the progress of Secondary education throughout the country and serve as an expert body to advise the Government on the improvement and expansion of Secondary education in all its phases.

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All-India Council of Secondary Education

The Government of India by a resolution dated 2nd March, 1955 has decided to set up an All-India Council of Secondary Education. The Council will review the progress of Secondary education throughout the country and examine proposals on improvement and expansion in this field, referred to it by the Government of India and the State Governments, with a view to assisting in their implementation.

It will maintain a nucleus of specialists in various fields of Secondary education and thus increase the number of Indian educationists who have had experience in the analysis and solutions of problems of Secondary education at an all-India level.

The Council may encourage research in problems relating to Secondary education in all its aspects and help to bridge the gap between the accepted pattern and actual educational practice, by suggestions and publicity of valuable information on Secondary education.

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Seminars

To achieve improvement in the field of Secondary education, it was felt that Headmasters and Inspecting Officers who were the most closely associated with any change contemplated should be given an opportunity to recommend certain useful changes and improvements in the light of their practical experience. With this end in view, Seminars and Workshops were organised to enable the participants to discuss outstanding problems detailed by the Secondary Education Commission Report and other subsequent reports on the subject, and to formulate specific projects for the implementation of some of their important recommendations.

The first of these Seminars was held at Taradevi in May, 1953, and its success showed that such seminars could be of great value in initiating improvements in Secondary education. During 1954-55, the Centre accordingly organised, in collaboration with the Ford Foundation, ten Seminars of Headmasters, Inspecting Officers, Training college teachers and other educationists connected with Secondary education. Of these, four regional Seminars of Headmasters were held in May-June, 1954 at Coonoor, Darjeeling, Mussoorie and Srinagar, followed by four more regional Seminars held in September/October that year at Mahabaleshwar (Bombay), Khuldabad (Hyderabad), Jaipur (Rajasthan) and Peeramade (Travancore-Cochin). Besides these eight Headmasters' Seminars, two Specialised Seminars—one of Principals of Teachers Training Colleges and the other a "Workshoppers' Seminar"—were also organised last year.

The Reports of the Seminars at Srinagar, Mussoorie and Peeramade have been published and give an interesting

indication of what has been achieved in this field.

The Workshoppers' Seminar was held from 3rd to 14th January, 1955 and attended by 40 Headmasters selected from those who participated in the Workshops organised in 1953 by the United States Educational Foundation in India at Patna, Jabalpur, Baroda and Mysore. Such a follow-up programme to take stock of what has been achieved and what changes and improvements are yet to be carried out, was considered desirable. The following items were discussed:

1. Changes in curricula practices and teaching methods.
2. Staff development.
3. School-community relations.
4. Development of responsibility and special interests in students.
5. Counselling and Guidance.
6. Collateral reading, managing committees, moral and spiritual values in education, etc.

Encouraged by the success of last year's Seminars, the Government of India propose to hold 12 Seminars on a regional basis this year as well, in collaboration with the Ford Foundation. Four of these Seminars are being held this summer at Darjeeling, Ranchi, Khuldabad and Coimbatore to be attended by representatives from West Bengal, Assam, Manipur, Tripura, Uttar Pradesh, Bihar, Madras, Andhra, Madhya Pradesh, Hyderabad and Orissa.

It is also proposed to organise extension services in 24 selected Training Colleges in collaboration with the Ford Foundation during the current year. In connection with this scheme, a Seminar will be held at Srinagar from June 15

for two weeks and will be attended by the Principals of the selected Training colleges and the Directors of Extension Services in order to draw up programmes and procedures for this new type of educational activity.

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Conference of Education Secretaries and Directors of Public Instruction

A Conference of Education Secretaries and Directors of Public Instruction was convened at New Delhi on April 6th and 7th, with the object of drawing up a framework for integrating Central and State Education plans for inclusion in the second Five-Year Plan.

The main purpose of the Conference was to obtain a clear idea about the targets, priorities and broad pattern of education in the second Five-Year Plan so that suggestions to the Planning Commission could be made in an integrated form and not independently as in the first Five-Year Plan.

The Conference divided itself later in the proceedings into two Sub-Committees, one of which dealt with Secondary education. It was decided that the reorganisation in this field, as recommended by the Central Advisory Board, should be implemented with immediate effect. High schools should be upgraded to Higher Secondary schools and the standard of the School Leaving Certificate raised approximately to the present intermediate standard. The provision of facilities for Secondary education should be expanded so that approximately 20 per cent. of the children belonging to the age-group 14-17 would be in schools. The Sub-Committee recommended that facilities for teacher training should be increased and diversified courses introduced on as large a

scale as possible. A number of Basic schools should be established to cater for the needs of children who have completed the Senior Basic course.

In view of the lack of teachers, some modification of targets in respect of the Higher Secondary schools was felt to be necessary. The revised target recommended envisages the conversion of 2,000 schools into multi-purpose Higher Secondary schools and 2,500 High schools into Higher Secondary schools during the second Plan period. It was recommended that on the basis of the experience of Delhi State, the Centre should supply each State Government with details of the budget of a Multi-purpose Higher Secondary school, a Higher Secondary school with two courses, namely the Humanities and Science, and a Higher Secondary school with only the Humanities.

In regard to diversified courses, it was recommended that Guidance Bureaux should be set up in every State and a special course of six weeks to be attended by nominees from the States, would be held by the Central Bureau of Educational and Vocational Guidance, Delhi, this summer.

It was recommended that provision should be made for appointing staff to supervise the teaching of different school subjects, mention being made in this connection of the experience of Madras State which has employed special Inspectors for supervising methods of teaching in-school subjects.

The question regarding the supply of teachers in Technical schools as well as in the Technical Departments of Multi-

purpose schools was discussed. It was felt that facilities for the training of technical teachers should be considerably expanded. A suggestion was made that the Centre might establish four regional institutes for the purpose.

The Conference recommended that the Central Government should assist non-Hindi States in expanding facilities for teaching Hindi at the Secondary stage and above.

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The Central Bureau of Textbook Research

A three-week Seminar on Textbook Production was held at Srinagar from the 25th April, 1955 under the auspices of the Central Bureau of Textbook Research. Participants included State Education Department officials connected with the production and selection of textbooks, certain non-official authors and publishers of textbooks, the staff of the Central Bureau of Textbook Research, as well as Mr. L. Ferning, a Unesco expert on deputation to the Bureau.

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The Central Bureau of Educational and Vocational Guidance

Following the decision taken at the Conference of Education Secretaries and Directors of Public Instruction held in April, 1955, all State Governments were invited to depute two dele-

gates each to attend a Training Course in educational and vocational guidance, conducted by the Bureau for a period of six weeks commencing from 9th May, 1955. About 39 teachers, Inspectors and members of the Staff of Training Colleges are attending the course. The final week will be devoted to a Seminar in which members will discuss the practical aspects of vocational guidance and ways and means of ensuring that proper vocational guidance is given to children at the Secondary stage of education. All the States are being encouraged to participate in this scheme and to set up Bureaux of their own, or to remodel existing establishments, if any, to bring them into line with the pattern set down by the Centre.

In his inaugural remarks the Additional Secretary to the Government of India, Shri K. G. Saiyidain, said that lack of expert guidance at the Secondary level involved a tremendous loss of human talent and energy, produced innumerable misfits and was responsible for a good deal of the maladjustment found in our society today. Many parents lack either the technical competence or the leisure to be able to provide the right type of guidance for their children in their choice of subjects in schools and their future careers, and it is an unfortunate fact that a large majority of our teachers are unable to make good this deficiency. The students, therefore, have to depend mainly on casual and uncritical advice and have not much chance of making an intelligent choice when leaving school to take up vocational work. This training course would help teachers to realise the important role they play in bringing together parents, educational workers and employers to cooperate in planning the students' careers.

IMPROVING OUR TEXTBOOKS

A Practical Start

THE need for better textbooks has been discussed often enough. Read once again the official classics, the Bombay report on preparing and selecting textbooks, published in 1942, and the report of the textbook sub-committee of the Central Advisory Board (1943), and you will find much that is still being repeated in 1955. More recently and unofficially, a special issue of *Teaching* (December 1952) devoted to textbooks has shown the keen interest of educators in the subject.

Since Independence, political changes and the rapid advance of education are making fresh demands on the textbook. New syllabuses come out, a host of textbooks follow, questions of selection, quality, authorship, publishing, price, rise up at once—and almost every State in the Union finds itself obliged to work out a public policy in the matter, with some degree of Government intervention. No one can complain that textbooks and heated arguments are in short supply. Cool judgement, is perhaps less common, and this is to be expected when so much experiment and trial-and-error work is still in progress. But sooner or later we shall have to pool these experiences, assess the results, and set about framing textbook policies—and textbooks themselves, for that matter—in a more scientific way. The decision of the Central Government to create a small unit, the Central Bureau of Textbook Research, is perhaps the first practical step in this direction.

The Bureau started work in 1954. After the period needed for settling down, the staff recently organized a meeting which brought together in Srinagar about 30 people from all over the country, of varying official and non-official capacities but with a common interest in the textbook. The choice of agenda and of co-operative projects was left to the participants themselves. Although the group was small, it included a wide range of occupations—authors, publishers, artists, training college teachers, State textbook officers; and an equally wide geographical range from the States of India to the Central Ministry and even further afield to a staff member of the Unesco Secretariat.

The significance of the workshop lay partly in the activity as such, the meeting and the projects taken up. Three pieces of writing were begun: a survey, with examples, of the use of exercises in textbooks; the outline of an integrated course in social studies for the third grade, with draft texts suited to Uttar Pradesh and Hyderabad; and a practical manual on textbook illustration, designed for authors and artists. Several shorter reports were also prepared, including one on the use of score-cards for selecting textbooks. However, a three-week workshop inevitably left many things undone. The completion of these projects up to the point of publication, by private means or public, will have to be seen before anyone can claim that the effort was wholly successful.

But in a general way, the holding of the workshop has greater significance as part of the Centre's new effort for improving textbooks. It provided guidance on at least two important points: what methods of work should be adopted by a central agency like the Textbook Bureau, and what aspects of the textbook problem should be singled out for attention.

Future Steps

The idea of a central servicing agency emerged clearly from the workshop, and has every chance of being put into practice, since the Ministry of Education is already committed to a Textbook Bureau. This approach, briefly stated, is to see the Bureau as a unit responsive to, and responsible to, those professional people in the country whose main occupation is with textbooks. The programme, as far as one can predict it is fairly simple: to collect and analyse textbooks from India and abroad; to make surveys or studies on topics that seem important; to seek opportunities for textbook people to come together or to go abroad for observation visits; and most important, to provide information or material to the persons and institutions requesting such help, by way of letter, visits, publications, and so on. Taken severally, these functions may not seem very effective: but when grouped in a single programme, they will enable the Central Bureau of Textbook Research to exert a good deal of influence, the more so since initiative is left where it belongs—with the State authorities textbook writers, publishers.

The problem itself—how to improve our textbooks—is a wide one. Two general positions were taken in the

recent workshop discussions. The first is that we ought to be realistic by approaching our textbook problem within the Indian context. It is easy to express dismay at the present state of affairs, and to draw damaging comparisons between Indian and foreign textbooks. Foreign examples may be of some use in giving us ideas, but this is true not so much of the books themselves as of research studies or experiments in textbook making which may have some relevance to our conditions. For the rest, a more accurate picture is needed of the real facts of the situation in India. A second generalisation is that improvement of textbooks can only come about through the joint and co-ordinated effort of a large number of people in various walks of life: publishers, printers, writers, artists, teachers, textbook selectors. Each group has problems of its own, so unity of action must be based upon the one common element in the situation: the interests of the child at school.

Within this framework, it should be possible to work out afresh, in terms of Indian conditions and needs, the answer to each of the textbook questions that arise. A single example may illustrate the point. The selection of textbooks is a recurring process in the States, and the machinery for the purpose is becoming ever more elaborate. A fact-finding survey of the procedures will be of considerable use to those responsible for policy, and is well within the competence of the Central Bureau to prepare and issue. One device for making the selection of textbooks more fool-proof is that of the score-card, since an objective method of rating books means that the different opinions of several reviewers can be

placed side by side and checked—and comparison between the various competing books is also easier. The development of a model score-card, with an explanation of how it is derived and used, was begun in the Srinagar workshop. If this is completed and issued by the Bureau, it should give State authorities a lead, to be followed and adapted as local circumstances require. All steps to improve the selection of textbooks have an obvious bearing on the quality of the books produced.

Other fact-finding studies may have a similar influence in helping textbook people to arrive at a more scientific attitude to their work. One interesting issue at present is that of State intervention and nationalization. The facts of the matter, the various steps undertaken in different parts of the country and the results observed, should be available to save policy-makers from making decisions without reference to educational considerations. Two of the studies begun at the Srinagar workshop, on how to supply a textbook with exercises, and how to illustrate a textbook, bring into focus one of the things we badly need—a "textbook literature" to which authors and publishers may turn for a measure of guidance. In yet another direction, that of the cost-structure of the textbook, a good deal of fact-finding seems to be needed. This is not

simply the elementary question of how much it costs to produce a textbook (although considerable argument is possible on this point alone), but rather a study of the interaction of the various elements which go to make the cost of the textbooks. So far, little attention has been paid in India to the many possibilities of the textbook loan system, practised in a number of countries wealthier than our own as an economy measure. Such other factors as the length of prescription, the stability and security of publishers, and the arrangements for distributing books, all these are real determinants of the cost of textbooks. Hitherto there has perhaps been too much pre-occupation with the simple facts of the cost of paper and printing and publishers' profits, a stereotyped approach to the problem that obscures the main issue of getting better books to the child at the lowest cost to the nation.

So the list goes: there is almost no end to it, for the task of improving textbooks is essentially a continuous process. But this much is sure, that a practical, matter-of-fact programme is now under way, that all teachers and educationists who have a serious concern for the textbook problem can find some guidance and a part to play in the work of the Central Bureau of Textbook Research.

L. Fernig.

SECONDARY EDUCATION ROUND THE STATES

Andhra

Under the Union Ministry of Education's Five-Year Plan of Educational Development, a special grant of Rs. 15,000 each has been sanctioned to 13 selected Secondary schools in the State for the introduction of bifurcated courses and for the purchase of play equipment.

Encouraged by the success of the Seminar held at Coonoor in June, 1954, the State Government propose as a beginning, to organise two district Seminars—one at Chittoor and the other at Kakinada.

Five labour and social service camps were conducted in January-February, 1955 in the Districts of East and West Godavari and Chittoor. The projects undertaken included laying out roads, repairing the bund of an irrigation channel and laying out a park on the summit of a hill. The Bharat Scouts and Guides and the A.C.C. were also actively associated with these camps.

Week-end refresher courses were organised from October to December, 1954 at the Government Training College, Rajahmundry, to stimulate the interest of the local Secondary school teachers in the latest trends in teaching school subjects. Lessons given by the members of the staff to illustrate teaching methods were open to discussion and constructive comment from the local teachers.

It has been decided to establish 15 multi-purpose schools with 30 new courses. The expenditure in this connection is estimated to cost Rs. 27.65 lakhs non-recurring and Rs. 5.34 lakhs recurring.

It has also been decided to improve facilities for teaching Science subjects in 30 High schools at an estimated cost of Rs. 15 lakhs non-recurring and Rs. 9.9 lakhs recurring.

To improve teaching in core subjects in 90 other High schools, the State expects a non-recurring expenditure of Rs. 13.5 lakhs.

School libraries are to be improved at a cost of Rs. 3 lakhs non-recurring.

Instruction in crafts is to be introduced in a number of schools at a cost of Rs. 1.5 lakhs towards equipment, Rs. 2 lakhs for teachers and Rs. 25,000 on other contingencies. To train Craft teachers, it has been decided to open a special section in Government Training Colleges at a cost of Rs. 4.8 lakhs non-recurring and Rs. 1.44 lakhs recurring.

The Chief Minister, who is also in charge of Education, disclosed at a recent Press Conference that the total expenditure to be incurred on the various educational schemes of the State is estimated at Rs. 66.45 lakhs non-recurring and Rs. 29.03 lakhs recurring.

Assam

It has been decided to develop 65 existing High schools into Higher Secondary Multi-purpose schools offering, Technical, Agricultural, Commercial, Fine Arts, Home Economics and General Science courses. The scheme is to be implemented with immediate effect.

Craft subjects selected on the basis of local demand and suitability were introduced in 11 selected Secondary schools during 1954-55 and include Agriculture,

Smithery, Carpentry, Weaving and Spinning, Tailoring and Telegraphy. Besides these 11 selected High schools in nine Government and 45 Government aided High schools provision has been made for the teaching of vocational subjects.

The teaching of crafts in schools has been handicapped by the dearth of trained personnel. The Education Department have therefore decided to create 30 stipends of Rs. 45 each tenable for two years, to train teachers in various crafts.

As a non-Hindi area the State is up against the difficulty of finding an adequate number of qualified teachers of Hindi in Secondary Schools, especially with its gradual introduction as a compulsory subject. A Training Institute has, therefore, been established where 125 teachers are trained annually. These trained teachers are either employed in Government schools or in aided schools which receive a monthly grant earmarked for the purpose.

A Seminar attended by 65 Headmasters and Headmistresses and other leading educationists was inaugurated at Gauhati in October, 1954 by the State Education Minister. Projects discussed are given below:—

Classrooms in one of the Schools stood in need of immediate repair. The students under the supervision of a senior teacher collected building material and carried out the repairs after school hours.

To improve attendance, encourage punctuality, neatness tidiness and school discipline, the Ladder system was introduced. Each class is given a plate which is changed every month upon the Ladder according to the all-round tone in regard to neatness, discipline etc. of the respective classes.

The class that secures first place is given a Flag of Honour which it retains as long as it maintains its position upon the Ladder.

Community work is encouraged and students, teachers and villagers together help in repairing roads and bridges, clearing tanks, draining stagnant pools, and carrying out other such tasks of social service. To facilitate the work, the area feeding the school with pupils is divided into various wards with a group of pupils under the supervision of a teacher. The reports of the work are submitted to the Headmaster who maintains a regular record. At an annual celebration at the end of the year, the group that has done the best work is suitably rewarded and due recognition given to those who have unstintingly pulled their weight.

An interesting excursion into the realm of folklore and literature has been made by the students of another school. Most schools have a school magazine but these pupils have decided to do something different. Every student chooses a folk tale hitherto unpublished and renders it in simple language. The teacher collects all the stories and edits them for publication in book form. The cost of publication is borne by the pupils through nominal loans of Rs. 2 each, which are repaid after the books have been sold by the pupils themselves. Thus the entire cost of publication is met, the loans are repaid and whatever profits are made, are used for the benefit of needy students.

To avoid the unhygienic conditions found in the usual vendors' establishments, the idea of a cafeteria run by the school is being considered. They also have in view an idea of starting a cooperative store to be managed by the students and teachers, who are also the

shareholders. The dividends are to be used towards granting scholarships and other benefits such as the supply of free books to poor and deserving students.

Public cooperation is to be sought to popularise these schemes through pamphlets, N.C.C. Rallies, and the organisation of annual Education Weeks with the help of Teachers' Organisations and the State Education Department.

Bhopal

With effect from March 1955, some of the recommendations of the Secondary Education Commission are being implemented.

Out of a total of 15 High schools in the State, two High schools, one each for boys and girls, have been converted into Multi-purpose schools. The Model High School, Bhopal, has been selected for the introduction of technical subjects. The State P.W.D. has already purchased land for the extension of the Model High School at a cost of Rs. 12,000.

Four High schools have been selected in four corners of the State to serve as a model for other schools.

In connection with the scheme for the improvement of school libraries, eight schools have been selected for assistance.

Four schools have been selected for the introduction of crafts like Metal Work, Wood Work, Weaving and Hosiery.

Bihar

A Headmasters' Seminar was held at Patna when 76 experienced headmasters met to standardise the process

of assessment in High schools. The problem of discipline was also discussed. Four more Divisional Seminars on this subject are to be held during the summer vacation for the remaining headmasters.

The Secondary school examination under the new course of study was first tried out in 1954-55. The six compulsory papers include two papers in a modern Indian language, two papers in the English language, and one each in Social Studies and Every Day Science. Any three papers from any one of nine groups may be selected as optional. The groups include the Humanities, Social Science, Natural Science, Education and Social Welfare, Fine Arts and Handicrafts, Commercial and Secretarial Training, Agriculture, Public Health and First Aid, and Home Management. An oriental classical language may be offered as an additional paper in this examination. 20 per cent. of the full marks in each paper is set apart for evaluating standards on the basis of annual school records.

Multilateral courses are being provided in 16 High schools (11 government and five non-government), comprising, Technical, Agricultural, Commercial, Home Science and General Science courses and Arts and Crafts.

Four government Girls schools and two Boys schools have been selected for improving methods in the teaching of Science.

A grant of Rs. 15,000 each has been given to 68 non-government and 12 government High schools for improving the teaching of Social Studies and Crafts. Eight non-government and 16 government High schools are being given aid towards the improvement of their libraries.

The Teachers Training Colleges at Patna and Bhagalpur have been paid grants for the construction of a Workshop for Crafts.

Short training courses in the teaching of General Science for Secondary schools were held for a month in October, 1954 at the four divisional headquarters. 145 teachers attended.

"School and Community Centres", and the "Evaluation of Children through Teacher-made Instruments", were two of the most interesting and instructive topics discussed at the Workshop at Ranchi, held in collaboration with the United States Educational Foundation in India in October-December, 1954. Twenty-nine headmasters were deputed to attend.

One hundred and sixty one Secondary school teachers were trained for six weeks at six Basic schools in the State, in Craft Work such as Spinning, Weaving, Gardening, Agriculture, Wood Work, Cardboard Work and Fine Arts.

With the help of the Patna Training College and University professors, a refresher course in the teaching of history in High schools was conducted, World History being included as a subject.

Bombay

It was realised nearly 15 years ago that Secondary education was too academic in character and therefore some of the government Secondary schools were converted into "Vocational High schools" providing Agricultural, Technical or Commercial courses. It has now been decided to expand the scheme further and to start 40 Multi-purpose

High schools with help from the Centre providing 80 diversified courses from June, 1955.

Twenty four government and 96 non-government schools in the State are being selected for an initial grant of Rs. 15,000 each to improve the teaching of General Science, Social Studies and Crafts which are subjects of special importance in High schools.

The Libraries of 28 government and non-government Multi-purpose schools are to be improved; it is proposed that the schools in question should be sanctioned an advance of 50 per cent. of the total cost to enable them to implement the scheme speedily. It is also proposed to help 120 non-government schools with a grant-in-aid for each school to improve its library—50 per cent. of the total cost (which is shared by the Centre) to be paid as an advance.

Steps are being taken to recognise the teaching of Crafts in 24 government and 26 non-government institutions with a view to making the curriculum more practical and realistic.

It is proposed to include three government and four non-government Secondary Training colleges under the Government of India's scheme for assisting State Governments in training teachers for Secondary schools. Additional buildings, equipment and staff will be provided.

The curriculum for Standards I to XI has recently been revised on the lines suggested by the Secondary Education Commission, with a view to making it more realistic: the revised courses are to be introduced from June, 1955. The structure of the Se-

Secondary School Certificate Examination has been modified to bring it in line with the general revision.

Government have now laid down clear criteria for the type, paper, illustrations, printing and format of the textbooks to be submitted as recommended by the Commission.

A Research Unit attached to the Director of Education's office to devise a suitable scheme, among others, for the improvement of teaching aids, has been recommended for inclusion in the second Five-Year Plan of Educational Development.

Two Camps-cum-Seminars were recently organised at Mahabaleshwar for the Headmasters of Secondary schools in Bombay State.

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Coorg

Two Multi-purpose High schools have been sanctioned by the Centre providing Technical, Science, Commerce, Agriculture and Fine Arts courses.

Steps are being taken to improve the libraries of the Five High schools which include the two Multi-purpose schools.

The Government High School, Virajpet, has been sanctioned a grant for reorganising the school library, the introduction of craft teaching and the development of suitable and creative extra-curricular activities.

A Seminar for the Headmasters of all government schools in Coorg was conducted in Mercara in March this

year. Lectures and symposia on various subjects were held and those who attended showed a lively interest in all the subjects.

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Hyderabad

The establishment of 23 Multi-purpose schools with 34 Technical, Agricultural, Commercial, Fine Arts, Home Science and General Science courses, has been sanctioned.

Existing Science facilities in 15 schools are being improved.

Provision has been made for the improvement of teaching General Science, Social Studies and Crafts in 75 schools.

It is proposed to improve the libraries of 23 Multi-purpose schools and 75 other High schools and introduce the teaching of Crafts in 100 Multi-purpose schools.

Three Training Centres for teachers at a cost of Rs. 60,000 each, are to be established. Eighteen government High schools and 15 grant-in-aid institutions are to have 34 multilateral courses and improved facilities for teaching Science. In distributing these 34 courses, it is suggested that the government High schools at each District Headquarters of the State will either have Science or Technical subjects in addition to the Humanities.

All these schemes will be in force by the academic year 1955-56.

One hundred teachers are being given an intensive three months' training in Crafts at the Centre Crafts Institution, Mallapally, Hyderabad. At other Technical Education Centres at

District Headquarters, similar facilities have been provided for an additional 115 teachers.

A College of Education providing facilities for the B.Ed. Degree of Osmania University, was started in Aurangabad in October, 1954. It is proposed to start similar colleges at Warrangal and Gulbarga in July, 1955. This will result in increasing the number of graduate trainees from 120 to 270 per year. The duration of the training of matriculates is being extended from one to two years to enable its conversion into Basic Training.

Under the auspices of the United States Educational Foundation in India, a Secondary Education Extension course was held in April-May this year for six weeks. Thirteen teachers from Hyderabad participated in the Conference which was attended by representatives from Madras, Mysore and Andhra as well.

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Madhya Pradesh

The State has accepted the schemes sponsored and aided by the Centre for the improvement of Secondary education.

Twenty-two Government High schools will be converted into Multi-purpose Higher Secondary schools during 1955-56 at a cost of Rs. 40,62,500, the tentative distribution being one school per district. Each school will have two diversified courses. 22 Multi-purpose Higher Secondary schools are expected to provide 18 Science, five Technical, five Agricultural and five Commerce courses and 11 courses in the Humanities.

Ten Government High schools will be provided during 1955-56 with improved facilities for the teaching of Science at an expenditure of Rs. 50,000 (non-recurring) per school.

Forty-five Government High schools will be given an initial grant of Rs. 15,000 each for laboratories, General Science, Social Studies and for providing equipment and appliances for the teaching of Crafts.

A sum of Rs. 5,000 is to be made available in 1955-56 to each of the 22 Multi-purpose Higher Secondary schools and Rs. 2,500 each to 40 High schools for the improvement of libraries.

The teaching of Crafts will be introduced in 75 Middle schools in the State during 1955-56. Each school will be given non-recurring allotment of Rs. 8,000 for a Craft Room and Equipment, and a recurring allotment of Rs. 4,500 for two additional teachers and contingencies.

The Prantiya Shikshan Mahavidyalaya (Teachers Training College) Jabalpur, will be provided with building extensions, additional equipment and staff during 1955-56 at an estimated non-recurring cost of Rs. 60,000 and a recurring cost of Rs. 16,000.

A Centre for the training of Craft Instructors is to be opened during 1955-56.

A Vocational Guidance Bureau is being set up at the Prantiya Shikshan Mahavidyalaya, Jabalpur, in connection with the preparation of texts for vocational guidance at the Secondary stage, the training of Career Masters and other allied work.

The Secondary Education Commission have recommended dynamic methods of teaching for the improvement of Secondary education. A scheme for holding ten seminars in such methods will be implemented at the Prantiya Shikshan Mahavidyalaya, Jabalpur during 1955-56. Twenty-five headmasters and 405 teachers, most of them from the 22 Multi-purpose Higher Secondary schools to be started in July, 1955, are expected to be trained at these seminars. The Mahavidyalaya is to be equipped with a better library, and a separate Seminar Section consisting of a Director and six Assistant Professors of Education is envisaged. The whole expenditure on this scheme will be borne by the State Government.

Four High schools in Agriculture have already been established and five more are proposed to be opened in 1955-56. The schools seek to give pupils a grasp of existing methods of agricultural production in the country and the results that can be derived by the application of scientific methods and mechanical aids. The schools aim to discourage the exodus of educated persons from rural areas to urban areas and at forming a nucleus of efficient farmers who can promote a higher agricultural yield and better standards of rural life. These schools also cater for village workers in development and agricultural schemes. The syllabus is intended to serve both a terminal and a preparatory purpose inasmuch as the student will have a thorough grounding before proceeding to Higher education in Agriculture.

In addition to the five Vocational High schools already started, four more are proposed for 1955-56, to impart specific and terminal education for semi-skilled or skilled trainees in Crafts

like workshop practice, handicrafts etc. The danger of premature specialisation is avoided by giving Vocational education a liberal base. In the two Technical High schools of the State, students are educated in the Liberal Arts and in the fundamentals of Civil, Mechanical or Electrical Engineering according to aptitude. Workshop practice and Engineering Drawing are compulsory subjects. The schools also have a pre-Engineering course which leads to admission to the Engineering College. They provide in addition courses in trade. After leaving school, students are thus enabled to proceed to institutions teaching Higher Engineering or to start their own small workshops and make a living.

Madras

Agriculture as a subject under the diversified courses was newly introduced during the year 1954-55 in the Rajah High School, Kollengode, the total number of schools having such courses at the end of the year being 127. Thirty-four new Secondary schools (18 under local Bodies and 16 under private management) were opened, and three closed during the year. With effect from the school year 1954-55, provision has been made for the study of Hindi under Part II of the first language in forms IV to VI of Secondary schools.

A short training course in Home Science for L.T. and B.T. Assistant masters was conducted at Lady Willingdon Training College, Madras, where 22 teachers underwent training. Special courses are held every year usually during vacation, for Home Science Teachers at one of the Madras Colleges and for Home Craft Teachers by Inspectresses of Girls schools in

their respective Circles. Schools are requested by the Director of Public Instruction or the Inspectresses of Girls schools as the case may be to depute teachers for training at these courses.

Citizenship Training Courses for teachers are also held from time to time under local arrangement by Inspecting Officers or by Teachers' Organisations. The courses are ordinarily of ten days' duration. Under Departmental auspices, experienced teachers are given short courses and they in turn conduct similar courses for teachers in local areas. The Director of Public Instruction selects trainees for this course.

A special course of two weeks' duration is held annually at the Government Museum, Madras for training teachers in the techniques of "Museum Organisation and Maintenance".

A sum of Rs. 2,73,675 was spent as building and equipment grant for 19 High schools selected from each of the educational districts in the State.

Manipur

The Thoubal High School has been taken over by the State and is the first Government High school to serve rural areas in the Valley.

A Youth and Labour Service Camp was organised for the first time with 157 High school students and 43 non-student volunteers, under the guidance of the Youth Welfare Service Director, at Chandrakhong 24 miles away from Imphal. The campers constructed a village road and took up a literacy and village sanitation drive.

Orissa

To improve the existing condition of most of the Secondary schools in regard to buildings, apparatus, furniture, libraries, etc., a grant totalling Rs.

2,00,000 was given to several schools, during the year 1954-56.

Keeping in view the need for an increased number of trained graduate teachers, it has been decided to establish a Basic Training College with effect from the academic year 1955. The buildings are under construction.

Diversified courses as recommended by the Secondary Education Commission are being provided at the Secondary stage. Agriculture has been introduced as an optional subject in 33 High schools. A Technical Matriculation Course in Agriculture has been introduced in one High school, and in Engineering and Commerce in two High schools.

It is proposed to start 13 Multi-purpose schools in the year 1955-56.

Pepsu

Under the second Five-Year Plan, the Education Department of the State intends laying special emphasis on the development of Secondary education. The Government will open Middle and High schools in the rural areas and the State is to be divided into areas of ten square miles for this purpose, each area being provided with at least one High school and two Middle schools.

The Middle schools will have provision for the teaching of Crafts to prepare students for the diversified courses in Multi-purpose Secondary schools. These new schools are intended to remedy, to some extent, the defects of the present system.

Two Seminars for Inspecting Officers and Headmasters were held at Nabha and Faridkot.

Rajasthan

Several educational schemes formulated in accordance with the recom-

mendations of the Secondary Education Commission have been approved by the State Government. The schemes are estimated to involve a total expenditure of Rs. 46.8 lakhs to be shared by the Centre and the State.

Of the total amount, Rs. 18 lakhs is to be spent on Multi-purpose schools. Twenty-five such schools including two for girls are to start functioning in July and the construction of buildings is already well under way. A committee under the presidency of the Vice-Chancellor, Rajputana University has been formed to draw up a syllabus for these schools.

Saurashtra

The Government propose to introduce in 30 High schools, Technical, Commercial, Agricultural, Home Science, General Science, and Fine Arts courses during the year 1955-56.

The opening of a Basic Training College for graduates is under consideration.

Travancore-Cochin

The existing unified syllabus of the State provides for the teaching of Vocational and Commercial subjects and Fine Arts in the High school classes, as an alternative to everyday Science, Domestic Science and Public Health. Diversified courses were already being taught for the S.S.L.C. examination in a few Cochin schools and it was considered desirable to extend this provision to some selected schools in Travancore as well. With this aim in view and as a preliminary to introducing the practical subjects envisaged in the recommendation of the Secondary Education Commission, the Government sanctioned the introduction of certain practical subjects for 1954-55. Agriculture, Commerce, Printing Technology, Wiremans Course, Needle Work and Tailoring and Domestic Science have been started in 18

schools, a sum of Rs. 1 lakh being earmarked for the purpose.

An expert Committee has been constituted for examining the existing syllabus for all classes as recommended by the Implementation Committee for Secondary Education. Sub-Committees have been formed for framing the syllabus in conformity with the pattern of the school course recommended by the Secondary Education Commission for all grades.

Tripura

A meeting was held in February this year by the Umakanta Academy, Agartala, to promote friendly cooperation between the teachers and parents. Among other things, the parents voluntarily agreed to pay a monthly subscription of rupee one per head for the introduction of the compulsory mid-day meal system.

As part of the class routine "exchange of views" periods are held with a view to promoting a friendlier atmosphere between teachers and students.

An exhibition was held by the M.T.B. Girls High School, Agartala, on January 28, 1955. Specimens of Leather Work, Clay-Modelling and Sewing, all done by the students themselves, were on display and the teachers also played an active part in making the exhibition a success.

An Association of Mothers and Teachers has been formed to discuss the problem of their wards.

The N.C.C. Junior Girls Division and the A.C.C. Unit continue to be extremely popular among the students. The M.T.B. Girls High School has the biggest A.C.C. Unit in the State. With a view to obtaining first hand information about the origin and development of Tripura State, students are encouraged to collect local proverbs, ballads and folklore, and frequent educative excursions are arranged.

SCORING KEY

S. No.	Answer	Score
1.	Yes	2
2.*	Yes	4
3.	Yes	2
4.	Yes	2
5.*	Yes	1
6.	Yes	2
7.	Yes	2
8.	Yes	2
9.	Yes	2
10.	Yes	2
11.*	No.	4
12.	Yes	2
13.	Yes	2
14.*	Yes	4
15.	No.	2
16.*	Yes	4
17.*	Yes	4
18.	Yes	2
19.	Yes	2
20.	Yes	2
21.	Yes	2
22.	Yes	2
23.*	Yes	4

ACTIVITIES ABROAD

Education in U.S.S.R.

The U.S.S.R. has already begun the practical task of gearing the entire younger generation, both rural and urban, to production after completing the Secondary stage of education. The number of Secondary school graduates who go to work in Industry and Agriculture is therefore growing each year.

Until recently the majority of those graduating from Secondary general educational schools entered higher educational institutions. Now, with the transition to a universal ten-year Secondary education, a greater proportion of students who leave Secondary schools, will probably join professional schools or enter service. Admission to Technical institutes and Teachers' Colleges is based for the greater part on the ten-year education period.

At the U.S.S.R. Teachers' Conference held in August, 1954, it was felt that despite the progress made in the education of youth, General Educational schools did not completely meet the increased demands on them. To overload students with academic work was considered an essential shortcoming of the existing curriculum—textbooks on Literature, History and Geography being the worst offenders, according to the Russians, in this respect.

The immediate task that the educational authorities of the U.S.S.R. have set before themselves is the reorgani-

sation of Secondary General Educational schools so that they become completely Polytechnic schools providing students with sound systematic scientific knowledge and the bases of modern industrial and agricultural production along with experience in practical work. Thus the new plan envisages the introduction of handicrafts in Forms I to IV and practical work in Agriculture, Electrical Engineering and the running of machines in Forms VIII to X. Visits to factories, farms and important places of economic and cultural interest are another essential part of the curriculum.

In contrast, purely academic subjects will carry a much lighter syllabus. Excessive material has been cut from textbooks and with the new system of two pages per lesson the teacher will have more time to expand on points of interest and importance relating to the subject and based on extra general reading. The students also get more leisure for library work. To further this idea the Ministry of Education of the U.S.S.R. intends opening a library for students for out-of-class reading on interesting, absorbing and at the same time difficult questions from the various branches of Science, Technology and Art. A book adapted to the programme will be given to the teacher.

This transition to the new curriculum, new programmes and textbooks, was begun during the school year 1954-55. The entire transition is expected to take place within three years.

ACTIVITIES ABROAD

The second basic task of schools in the Soviet Union is to improve educational work and strengthen student discipline. With the implementation of Universal Secondary Education, students go not only to the Higher Educational and Professional schools but also direct into work and production. This necessitates improvement in qualitative standards of Secondary education and the inculcation in students of respect for the ordinary worker and labourer. They have to feel that it is no stigma or misfortune if they do not manage to enter a Higher Educational establishment and that there is dignity in trade and labour.

The Russian system emphasises the need to establish a connection between the process of education in rural schools and the study and work of students in Agriculture. City schools very often have a poor idea of agricultural life and the countryside. The new curriculum is designed to inspire town pupils with love for rural areas and a due sense of the importance of work in the countryside.

In every school physical training lessons are compulsory and measures are being taken for developing various forms of out-of-class work to promote the physical education of school children. Student Organisations are encouraged and steps are taken to establish a close bond between the school and the family.

With regard to discipline, teachers and directors of schools are asked to combine strictness and fairness with respect for a student's personality and to adopt a tactful and just attitude towards him. Punishment should be resorted to only when the misdemeanour is serious. Schools are counselled to strive actively against smoking and drunkenness. A special government decision forbids, for example, the sale of alcoholic drinks and cigarettes to children. Obligatory resolutions for regulating rules for the behaviour of school children in the street and in public places have been framed and effective measures taken for their enforcement wherever there has been laxity.

Secondary Schools in U. S. A.

To let citizens, parents and eminent educationists evaluate the work of schools and to encourage better and closer cooperation between schools and parents, an Education week is arranged every November by the leading schools and civic organisations in the U.S.A. Last year's Education Week centred round the slogan "Good Schools are Your Responsibility." The questionnaire given to about 20,00,000 parents and citizens who visited the schools that Week is given below:—

1. Do the pupils master the essential skills?
2. Does the school stress good health?
3. Does the school emphasise good citizenship?
4. Is there close cooperation between the home and school?
5. Does your school teach your child the language?
6. Does your school teach your child how to get along with others?

* * * *

Children's attitudes towards people outside their families are largely determined by their school experience. This is the conclusion reached in "Children's Social Attitudes", a report recently published by the Teachers' College, Columbia University. A child's belief in his own work is heavily influenced by the teacher's expressed evaluation of his work. His acceptance by his school-mates is also

influenced by the teacher's apparent acceptance of him. A teacher gives a child prestige when he asks his help in minor tasks, calls on him to answer questions, has him lead the class in singing or gives him a high mark. When a child comes home reporting a public scolding by a teacher, the child's feelings are complicated by the teacher's action. He tends to believe what the teacher has said about him although he may have rebelled against it at the time of scolding. The report therefore urges, not that children should never be rebuked, but that rebukes be administered with full knowledge of the consequences.

* * * *

A Committee appointed by the New York State Board of Regents has published a report—based on five years of study—regarding the improvement of High Schools. The report urges a stronger emphasis on the three R's but adds that other equally basic skills including the clear thinking should also be taken into consideration.

"Teaching Rapid and Slow Learners" is a detailed study issued by the United States Office of Education based on the report of nine High School specialists who visited 850 junior and senior High Schools for data.

These provisions were found useful in most schools for encouraging rapid learners:

1. The students are enrolled in sound college preparatory curricula.
2. They are permitted to carry above normal class loads for graduation credits.

3. The are encouraged to take elective classes in advance or specialised subjects such as Journalism, Electronics and Calculus.

4. Teachers are assigned who have had training and experience with rapid learners.

5. Pupils are permitted to take an accelerated programme doing two years' work in one, or three years' work in two.

Special provisions for slow learners:

1. Study materials, related to pupils' interests, are used.

2. Pupils are promoted on the basis of physical and social development.

3. In certain subjects emphasis is upon 'low ability' teaching with a more practical approach to school work.

4. Teachers are assigned on the basis of training and experience with slow learners.

These are the general principles to be put into practice by the teacher in the classroom. A good teacher will encourage the quick pupil to reach after new horizons and the slow but above average child to work up to his natural capacity.

* * * *

The most important and difficult period in the training of a teacher is the first few years of transition from student to instructor. This conclusion is reached in a report issued by the

United States Office of Education, based on a survey of 181 of America's leading teachers' Colleges and Schools of Education. As a result more and more emphasis is placed on the follow-up programmes to assist new teachers through the transition period. The report states that most Schools of Education have "follow up" practices and keep in touch with their graduates for at least the first two years of their teaching careers.

The Teachers' Colleges help their new graduates who have become teachers in many ways. They assist local school authorities in the successful adjustments of these graduates and obtain information concerning the success of new teachers, with a view to improving the programme of teacher education. The colleges discuss with the graduates, problems which they face in the new jobs. Staff members visit the teachers and bring back information which is later used in planning the content of courses and other types of experience for the graduates.

To improve the quality of teachers, one State through its Teachers Training Institutes provides a six-year programme including one year on a salary and in a regular position before the fifth year of college work on the campus. In some of the institutes, two visiting staff members, one a specialist in some area of subject matter and the other a member of the professional education staff, work together. This system enables staff members to give assistance that is in line with the preparation which the student had on the campus and helps the planning of the student's fifth year of college study, to develop strength and overcome weaknesses that become apparent in the first year

of teaching. In some colleges, staff members are regularly available to schools on request especially where a number of graduates are teaching, to give teachers and local administrators the benefit of their advice.

One of the colleges mentioned in the report found that the newly appointed teachers asked for these additional services:

1. Make education more practical and up-to-date.

2. Give more help in developing ability to control classroom situations.
3. Provide preparation for extra-curricular responsibilities.
4. Prepare teachers to handle the needs of sub-normal and retarded children.
5. Prepare teachers to help children develop the basic skill of written expression.

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THE PLACE OF DISCIPLINE IN THE FIELD OF EDUCATION

NOW that we are entering a period of wholesale educational reconstruction in India, it is necessary to think afresh on some of the basic notions on which the educational process rests. Dr. Paranjpye has done well to focus our attention on the growth of indiscipline in the student body which tends to defeat all attempts at reconstruction from the very outset*. I find myself in agreement with much that he has to say. I feel, however, that Dr. Paranjpye's approach is too empirical. He has confined his attention to the immediate and incidental causes for the growth of indiscipline in recent times, and the remedies he has suggested are palliatives for temporary symptoms and do not go deep enough to remove its root causes.

If we are to appreciate properly the place of discipline in the field of education, it is necessary to have some clear ideas as to what is the function and purpose of education in civilised society, and of the means or processes through which that purpose can be achieved. I shall attempt in this article to define the function of education in human society and to view the problem of discipline in the light of this basic aim.

Education is an activity which is peculiar to human society. Viewed from the social angle it is an attempt on the part of society to mould and direct

the development of the young of the species, so as to fit them into the social pattern whereby both the continuity of that pattern can be preserved, as well as its future advance insured. Viewed from the individual angle it is an attempt to provide him with a favourable environment, which will bring out his latent abilities and give them scope for full development and expression. The task of the educator is to devise ways and means by which to influence effectively the natural processes of development into the desired channels, and somehow to strike a balance between the social and the individual objectives of education.

Maturation, development and learning are common to all living species beyond the earliest phase of evolution. As we advance in the line of evolution, the period of immaturity becomes longer and longer, and the full growth of the individual is not only influenced by maturation, but also by learning as the result of experience. But nowhere in the animal kingdom is there an organised and conscious effort to influence and interfere with the natural processes of maturation and learning, till we reach the level of man. The school, as an institution for the proper control and direction of the development of the young of the species, does not exist anywhere in nature except in human society, and in all human society, however primitive, something

*See June 1955 issue of "The Education Quarterly".

in the nature of a school is invariably present.

The primary aim of primitive education is the preservation of the solidarity of the tribe. The defect of such a system is that by destroying all initiative either in the field of thought or in that of practice, it destroys the springs of creativeness, and consequently arrests all social progress and development.

But in spite of all efforts to rule out novelty, there are counter forces which act against this stratification. The most important of these is inter-tribal intercourse, which tends to bring about a fusion of cultures. In this manner new and more complex forms of social organisations arise and the beginnings of civilisation begin to take shape. Education in a highly civilised community has a dual function, that of conservation of the culture and heritage of the past, and the discovery of novel modes of thought and practice which would provide fresh fields for human effort and achievement. The problem of discipline in modern education thus becomes essentially the problem of reconciling the claims of conformity with tradition through which alone social cohesion can be maintained, and freedom of thought and action for the individual through which alone new discoveries can be made, or new values attained.

The conflict between conformity and freedom is more apparent than real. They are in fact complimentary aspects of the total process of education. The individual is after all the inheritor of the past achievements of man, and his creative functions are likely to find better scope for their exercise, the more fully he comprehends and appreciates this inheritance than if he merely brushes it aside as so much useless

lumber. Hence any system of education which attempts to base itself only on one of these to the exclusion of the other, is doomed to failure. The cult of freedom has been carried a little too far in what generally goes by the name of New Education. Freedom when carried to the extreme is self-migratory and in fact fundamentally opposed to the idea of education. If education is the attempt on the part of society to direct and influence the process of development of youth into certain desired channels, this cannot be done if the youth claims, or is given, the right of absolute freedom. Such a claim implies that he is not in need of education, is already mature and capable of acting according to his own whims and fancies.

The free school tends to become a place of anarchy and confusion and not an organised institution designed for the realisation of certain specific ends. Correspondingly in the institutions in which conformity is aimed at as the sole objective, mechanical routine, endless repetition, and blind imitation, take the place of the free development of the physical, intellectual and emotional potentialities of the individual. Such institutions can only produce automatons or mechanical robots, but not human individuals with initiative and personality.

Conformity, routine, repetition are not opposed to creative activity, but supply the basic material which the free activity of man can direct into new channels, or express in novel modes. In dance, in music and in all art, the repetitive motive is always present, though as a result of new combinations it may transform the traditional modes of these into entirely novel forms.

But discipline has also a deeper and more positive significance in the sense

of self-discipline, or discipline willingly accepted by the individual to give shape and coherence to his own free and creative activity. In this positive sense it means the control and subordination of instinctive impulses, under the domination of a preconceived goal or ideal of achievement. All great thinkers, artists, poets, social reformers and men of action, subject themselves to this type of self-discipline.

Discipline in the educational field, if it is to have any real value, must develop and pass over from conformity into self-discipline in the pursuit of an ideal. Such a transition is by no means impossible, provided the educationist never forgets that this is his ultimate goal, and whenever discipline is imposed in the negative sense, it is always as a means for the attainment of this goal.

It must be remembered that the child is by no means averse to conformity and routine. Indeed children love routine and repetition provided they are not imposed harshly and oppressively. They are never tired of singing the same songs, playing the same games, repeating the same jokes. These assume the form of a certain ritual, which is pleasurable every time it is gone through. In the course of time such repetitive modes of behaviour become habits, the performance of which requires no conscious effort. It is a part of wisdom to utilise the child's love of repetition and routine to form certain good habits in him, which will later save him from much trouble and pain. The discharge of natural functions such as those of excretion, eating, sleeping, dressing etc, should be reduced to a set routine from the earliest stages of infancy. It is here that our home discipline is so deplorably poor. Children are allowed to eat when they please and very often what

they please, they are not put to bed at any stated hour, not trained in manners or the ordinary rules of politeness.

Discipline must begin from birth and in the home, and so long as this early foundation is lacking, the educationist will have a pretty difficult, if not an impossible task.

I will be told that if we are going to wait till every home in India has become a training ground for the early discipline of the child, we shall have to wait for ever. For this, we shall need not only educated and self-disciplined parents, but we shall have to train them in the art of the proper upbringing of children. Mere education is certainly not enough, for this early indiscipline is just as common in educated and well-to-do homes as it is in the poorer and illiterate sections of the community.

Difficult as the task of improving home conditions may be, I do not think it is altogether impossible. In fact something of this kind must be done, if we are to build that happier and more prosperous society which we have set for ourselves as our goal. Training in parent-craft, I prefer that term to mother-craft, for both parents must take a share in the upbringing of children, must form an essential part of our community programme.

Let us now turn our attention more exclusively to the school and the university. Civilised society at the present time, not only in India, but practically all over the world, is in a state of confusion and chaos with regard to the goal which it should seek, and the values which it should strive to embody. In this state of strife and conflict of ideas, education must also reflect the confusion and chaos which are afflicting Society. Unless the deeper malady is healed, it is not possible to train the

young in accordance with any consistent disciplinary pattern. For example what is disciplined behaviour for those who attach an ultimate value to the freedom of the individual, is quite different from what the totalitarian or Communist would regard as such. Those who seek to bring about a new social order through revolutionary methods would think of discipline in quite a different way from those who believe in non-violence. The wave of indiscipline in the youth of the world is due to a large extent to this lack of a clear and agreed awareness of the social ideal. Educationists are not agreed as to the goal or purpose they strive after, and the youth entrusted to their care is sometimes driven in one direction and sometimes in the opposite. Nevertheless it is the duty of the educationist to mend this state of things to the best of his capacity. He can only do this, if he rises to a plane above the current controversies, and adopts a neutral or non-partisan attitude towards them. This does not mean that as an individual he need not hold any convictions of his own on fundamental questions of politics, morality or religion. He has a perfect right to them, provided he does not allow them to obtrude in his professional conduct. A teacher is not a proselytizer. He is there to present all the possible answers to any question to those whom he educates, and let them make their own choice as to which of them they will accept.

It is known to all educational authorities that almost every instance of large-scale indiscipline in any school or college is encouraged, if not instigated by certain members of the teaching staff. Unfortunately the evidence in support of this charge against individual teachers is rarely sufficient to bring them to book. Very often

such educational sabotage is prompted by purely selfish considerations, though persons guilty of it justify it to themselves by rationalisation, and take shelter behind some sort of ideology.

It is obvious that a school or college cannot inculcate discipline amongst its students when the members of the teaching staff are themselves undisciplined and capable of such treacherous conduct. It is possible that a member of the staff of an educational institution or a group of them, may have a just cause against the head of the institution. The only right course for them in such a case is to come out in the open and represent their grievances to the authorities concerned. If such action does not bring any redress, they have the alternative of resigning and seeking employment elsewhere. Under no circumstances are they justified in exploiting the youth entrusted to their care by leading them into the ways of indiscipline which in the end will recoil on their own heads.

Too much latitude has been given to such black sheep in the teaching profession in the past and it is time to be tough with them. Whenever the authorities have sufficient reason to doubt the loyalty of any teacher, he should be given a clear warning and if he still persists in acts of sabotage, his services should be dispensed with as expeditiously as possible. In order, however, to prevent victimisation, the teachers so dismissed should have a right of appeal to the highest educational authority, which should be the Education Minister in the case of schools, and the Vice-Chancellor in the case of college teachers.

It is usual to justify such unprofessional conduct on the part of teachers, on the plea that they are dis-

gracefully underpaid, and the conditions of their service are intolerable. I am a whole-hearted supporter of the movement for better pay and better conditions of service for the teaching profession. But inadequate pay and galling conditions of service are no justification for sabotage, for those guilty of it, are not merely offending against the State or those in authority, but they are betraying the youth of the nation, and as such are criminals against the future.

Education is essentially an active and a bipolar process. We cannot stuff learning or virtues in our pupils like we stuff clothes into a linen bag. The child learns by doing and not by mere listening. This is a truth which is constantly forgotten both by our educationists as well as by our national leaders. Both go on preaching endlessly without realising that their words have little effect on the life and conduct of their listeners. In the educative process, both the educator and the "educand", to use a term coined by the late Sir John Adams, actively participate. That which the child learns through active participation becomes a part and parcel of himself. That which he learns by mere listening, by imitation, by coercive imposition, never takes root, and is soon forgotten. What is stated above applies not only to the acquisition of knowledge, but equally so to the inculcation of discipline and formation of character in the broadest sense.

To what extent are our schools and colleges employing the methods of active participation of the pupil in the educative processes? To be quite frank, they are doing so to an absolutely negligible extent in spite of protests and pretence to the contrary. Unless we can bring about a radical reform in our

methods of teaching and character formation, there can be little hope for the future.

Let us now briefly examine the question of discipline at the University stage. Unfortunately conditions in the university world are such that instead of arresting the processes of indiscipline created in the home and in school, these only provide a wider and more disastrous scope for manifestations of indiscipline.

Dr. Paranjpye has dealt so ably and courageously with this aspect of the matter that it is unnecessary for me to dilate upon it. I shall confine my attention to the part which Students' Unions are playing in spreading indiscipline in the universities. The whole function of Students' Unions has been misconceived in this country not only by the students themselves, but equally so by governmental and university authorities. They have come to function as Trade Unions for the protection of so called students' interests, or as sovereign legislatures intended to direct educational policy and administration. Both these notions are completely wrong and contrary to the entire purpose of education. A student, however advanced he may be, is still an immature member of society. He is still under training and although in this training he should take an active and intelligent part, he cannot usurp to himself the functions of the educator. So long as he remains in "Statu Pupilaris", he must submit himself to university discipline without which no organised educational institution can function. By the time a student reaches the University stage, if his earlier education had been conducted properly, he should have already reached a high stage of self-discipline, and it would be unnecessary for university authorities

to impose too many restrictions upon him. Unfortunately this is far from being the case. It is for this reason that universities have to frame elaborate statutes and ordinances about attendance at lectures, compulsory physical training, N.C.C. parades and innumerable other things.

All these restrictions are irksome and Students' Unions are constantly agitating against them, just as Trade Unions are constantly agitating for shorter hours of work and higher wages. But the analogy does not hold good. In a capitalistic system the investor is out to exploit the worker to the utmost extent that he can, and the only weapon that the worker can exercise for his protection is the right of collective bargaining and threat or actual recourse to strikes. But an educational institution is not a capitalist undertaking designed to bring profits to the educator. On the contrary its sole objective is to seek the good of the "educand". Such rules as are framed by a university or college are intended for the better training and discipline of its students, and to seek to modify and annul them by mass demonstrations, by threats of strikes and fasts, is merely suicidal. By such acts the party which is most injured, is the student community itself.

I will be asked, should students have no means for seeking redress for grievances however legitimate? Certainly they should. But such representations as they desire to make should be presented in a constitutional manner and should never be accompanied with threats of mass action. It should be the duty of the head of a college or university department to listen to such representations with sympathy and patience, and if they are reasonable, to give redress himself if it

lies within his province, or to seek redress from higher quarters. I must admit that very often we educators fail to listen to genuine complaints with the understanding required of us and are to that extent responsible for the more desperate methods to which student organisations take recourse.

If Students' Unions are not entitled to function as Trade Unions, still less are they entitled to arrogate to themselves the authority of a sovereign legislature. It is a pity that the constitution of most college and university unions is framed on the model of the political constitution of the country. Educational institutions are set up either by the State or by private managements. They are not paid for or maintained by taxes imposed upon the body of students. It is true that students pay fees, but except in low class coaching academies, the fees only meet an infinitesimal portion of the cost of maintenance. In view of all that has been said about the function of education in human society, it is unnecessary to elaborate this point. All that need be stressed here is that though the State must primarily provide the funds for University education, it should not be directly in control of it, but its control should be handed over to autonomous corporations, mainly composed of those whose function it is to educate. Only then can that atmosphere of free development of the individual and the advancement of knowledge and culture be secured which are the true aims of University education. But this does not mean, that the student body is itself to frame the courses of study and examination, or take a hand in the management of university institutions. Such a state of things would lead to the creation of a condition of anarchy in which education would be utterly impossible.

I am myself opposed to giving Students' Unions any kind of a written and formal constitution. The purpose of a Students' Union is not to exercise power, but to provide opportunities of receiving training in extra-mural or co-curricular activities and in finding opportunities of self-expression. I believe that this objective is best secured when the Union is looked upon as a subordinate wing of the institution as a whole, working under the over-all supervision and control of the authorities, and not when it sets itself up as a rival authority. It is, therefore, best if the rights and privileges of Students' Unions are determined by conventions gradually established, rather than by legal and inelastic constitutions. If a constitution has to be given, it should be of an elastic character, and should insure that final control will rest with the Principal of the college, or the Vice-Chancellor acting on behalf of the Syndicate and Senate.

In order, however, that the undisputed authority of the head of the college, or the Vice-Chancellor acting in the above capacity, should be effective, it is essential that they should command the confidence not only of the student body, but also of the management of the college in the first case, and of the executive and legislative bodies of the university in the second.

It is unfortunate that in a larger number of universities the diseases of sectionalism, factionism, and all the other symptoms of the party system are rampant in their most objectionable form. The Radhakrishnan Report has dealt very fully with this matter. The sooner its recommendations in this regard are implemented the better it will be for the restoration of student discipline.

G. C. Chatterjee

COMPULSORY EDUCATION IN DELHI STATE

THE State shall endeavour to provide, within the period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years", stipulates Article 45 of the Constitution of India. Article 26 of the Universal Declaration of Human Rights also recognises the right of free and compulsory education at the Elementary and Fundamental stages.

Education in India is a State subject and the State Governments are fully autonomous in educational matters except in respect of educational development programmes that are carried out in accordance with the All-India Educational Policy framed by the Union Government. In Delhi State planned efforts for the introduction of compulsory education have been made since 1948 and the provisions of Parts II and III of the Punjab Primary Education Act, 1940, have been extended gradually from one *zail* and ward to the other. It was only in October 1953 that both the aforesaid provisions of the Punjab Primary Education Act, 1940, were extended throughout the State in order to put into effect the directive contained in Article 45 of the Constitution of India and to achieve the target fixed by the Planning Commission for the first Five-Year Plan, namely, to provide schooling to at least 60 per cent children of the age-group 6-11 years. The Compulsory Education Act as applied to Delhi State for the present applies to school-going children of 6-11 years' age-group meant for Primary departments of the schools.

Primary Education in Delhi

Primary education in Delhi State is mainly the responsibility of local bodies. In the urban areas, Primary schools are mostly run by the Municipal and Notified Area Committees. Primary schools in the rural areas and refugee colonies are, however, directly controlled and financed by the State Government.

A recent survey of the countryside has shown that the total number of school-going children in the age-group 6-11 years in the rural areas of the State is 50,000. Out of this, the number of children attending schools at present is 32,596. It will, therefore, be seen that 17,404 children in the rural areas have still to be brought within the orbit of literacy. As regards urban areas, no house-to-house survey had been conducted so far, but arrangements are being made to conduct such a survey shortly. In the circumstances, only an estimate of school-going children of the age-group 6-11 years, calculated on the formulae recognised by Unesco that the children constitute 15 per cent of the total population, can be given. On the basis of this formulae the total number of school-going children of the age-group 6-11 years in the urban areas of the State, comes to about 2,17,000. But of this the number of students attending recognised schools at present is 98,000 and the number attending unrecognised schools is about 30,000. Thus 89,000 children of the age-group 6-11 years have still to be sent to schools in the urban areas of this State. A comparison of the total number of the

children with those not attending school in the age-group 6-11 years, shows that the latter constitute 34.8 per cent of the total number of children in that age-group in rural areas as against 41 per cent in urban areas. Thus, the target for providing schooling to 60 per cent children of the age-group 6-11 years during the first Five-Year Plan period as fixed by the Planning Commission has been achieved by this State. It is expected that towards the close of the second Five-Year Plan i.e. 1960-61, Delhi State will succeed in completely meeting the constitutional obligation as laid down in Article 45 referred to above.

Main Problems and their Solution

There are many obstacles in the way of enforcing compulsory education in the State. Some of the important ones are summarised below, with suggestions for their removal:

(i) A majority of parents, especially in the rural areas, cannot afford their children's education on account of the general low level of economic development and productivity in this country. Parents usually try to supplement their income with the labour of their children, either by working with them in the fields, or staying at home to look after the younger members of the family. Most of the parents are therefore unable to dispense with the labour of their children continuously for five hours each day at school. Unfortunately the existing system of education in this country pre-supposes perfect adjustment between home-life and schools, which in effect does not exist, and which as a matter of fact meets the convenience of only a few well-to-do families. This defect can be remedied if the school system is adjusted to economic conditions of the inhabitants of poor and backward *zails* and wards

by introducing a shift system on the lines recommended by Shri Rajagopalachari in the New Madras Scheme of Education.

(ii) Some families frequently move over to their relations' houses in different towns and villages for long intervals to fulfil certain social obligations. This is especially so in rural areas. It has also been found that this mobility is at times occasioned by the economic condition of such families with the result that the education of their children is neglected. This obstacle can be surmounted partly with the help of strict compulsory education rules and partly with the improvement in the economic conditions of the masses.

(iii) There is a lack of suitable school buildings and sufficient teaching space. Most of the schools in the rural areas at present function in *Chaupals*, *Panchayat Ghars* or in small available rented rooms, and several of the schools in the urban areas carry on their school activities in tents, and work in double shifts where buildings are available. In the scorching heat of summer, the cold of winter and in heavy rains, it becomes almost impossible to conduct classes for lack of adequate covered space and pucca school buildings. The problem of school buildings is, however, expected to ease considerably during the second Five-Year Plan period when the State Government proposes to spend over two crores of rupees on Capital Works.

(iv) Such factors as the conservative attitude of the villagers in not allowing their girls to be taught by male teachers in Primary schools that are generally co-educational, the non-availability of trained women

teachers in rural areas, and the disinclination of women teachers to serve and live in villages, impede the progress of compulsory education. The provision of residential accommodation to women teachers in villages and the introduction of some special rural allowance to women teachers will, to a great extent, overcome this difficulty. Special attention has also to be paid to the setting up of a rural teachers' training college, which may recruit its students from the countryside.

(v) The levy of charges for school funds to finance extra-curricular activities like games and First Aid, specially in the lower Primary classes in rural areas, discourages poor parents from sending their children to schools. Although the importance of such activities is not to be belittled and the charges are by no means heavy, it has been seen that some children in the lower classes leave school merely on account of these charges. This difficulty can be overcome by exempting

all children of classes I and II from the payment of such dues.

(vi) The children and their parents in the backward *zails* and wards show little interest in the school. In this connection it is suggested that school meals may be provided as a material inducement for parents to send their children to schools. It will also be a means of improving the health of the children and stimulating corporate life in the school. These meals may be provided through local cooperative management and the parents may contribute to the cost according to their individual means.

Finally, about 200 additional Primary schools have to be opened in the urban areas immediately, to provide schooling facilities to about 89,000 children of the age-group 6-11 years, who are not at present attending any school. This measure is likely to check the mushroom growth of existing teaching shops in the State.

Jevan Narain Mathur

CRISIS IN EDUCATION

III. SCHOOLS AND THE HOME*

IN the previous article I discussed some of the problems of the curriculum of our schools. Those problems lead us to much more general questions about the emotional and moral development of the child, and his relationship to his background apart from the school.

In some ways this is a much better and easier world in which to grow up than that of, say, 50 years ago. There is infinitely more educational opportunity; there is far more understanding of the child; his needs, physical, intellectual or emotional, are in many ways far better provided for. In the streets of our cities to-day we never see barefooted and undernourished children. For the gifted, the road to the highest achievements is infinitely wider and without the bitter hardships and the ultimate frustrations of an earlier age.

* * * * *

All this is true, and when we doubt the reality of educational progress we should remember it. But it may also be maintained that this is simply a superficial and materialistic view; that the modern world is particularly dangerous for the young. The growth of passive amusement, the existence of cheap and nasty literature, above all the decline in religious belief and the decay of firm moral standards, do not

all these constitute a threat to the real development of children?

Has not the Welfare State itself, which gives education and physical health with one hand, taken away a proper sense of responsibility with the other? What is the use of an education that enables the majority to read the comic strips and fill in football pools, while producing a minority that for all its administrative ability and technical skill lacks any ultimate sense of moral purpose, of intellectual integrity or of social obligation?

That is an exaggerated form of a view held by many thinking people. I believe it to be fundamentally mistaken.

The existence of a generation whose earliest years were spent amid the disintegration of war, with the father usually away from home, would suffice to explain any moral decline that may be implied by over-publicised and usually misinterpreted figures of juvenile delinquency. My own experience of the boys now in our schools fills me with optimism rather than with gloom.

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Nevertheless we must not minimise the task that faces the educator; it is no less than to produce a sense of value, whether in the aesthetic or moral field, capable of giving some guidance in a rapidly changing and bewildering

*By courtesy of Dr. Eric James and "The Sunday Times", London. This is the third and last article in the series—"Crises in Education". The first and the second articles in the series were published in the March and June 1955 issues respectively of "The Education Quarterly".

world. The 1944 Act itself made it obligatory for the first time for all schools within the State system to provide some religious teaching. Whether that was the best way of approaching the question is open to doubt; but it was at any rate an acceptance of the obligation to interpret education in its deepest sense.

In fact, the schools have realised with increasing clearness for many years their wider responsibility. At the purely physical level it is emphasised by the provision of school meals and the creation of a school medical service. More schools than ever before are realising the effect which games and camps can have on the all-round development of their pupils. Culturally the good school knows, too, that it must create truer standards of value than its pupils will often find outside its doors.

In my last article I mentioned that the extension of educational opportunity had raised this problem in a particularly acute way for the grammar school and the university. It is to them that the pupil from the culturally poor home must look, not only for learning about French or chemistry, but also for any stimulus that he will ever receive towards the appreciation of literature or music or pictures, or even the enjoyment of rational conversation.

And above all the schools must be a moral influence. This is, of course, no new thing. It was the basis of Arnold's whole conception of what a school should be, and Arnold became the symbol of a reformation in schools of every kind. It is an accepted part of the English tradition in education that the school must be a moral force in the

lives of its pupils, that the schoolmaster must be far more than the teacher of a particular subject.

But in meeting these tremendous responsibilities our position to-day may seem a good deal more difficult and ambiguous than was Arnold's. Then, education could rest on an almost universally accepted religious faith; the teacher had no misgivings that his duty was to inculcate that faith. To-day it would be unrealistic to assume that there is anything like the same general acceptance among teachers of a common religious basis for their moral teaching.

How far does this disintegration of belief make it impossible for a coherent system of values to be developed in our schools? I believe that it is as easy to over-estimate the divergences that exist as to over-estimate the certainties of previous generations. On the great body of moral teaching there is a no less firm agreement than there has always been.

The greatest difference between the school to-day and that of the last century is rather in our contemporary doubt as to how far indoctrination by the teacher is justified at all. We are so aware of the evils of using the teacher's authority to "put across" a way of life or system of values that we are in danger of seeming neutral and indifferent to the most important questions of life. Such a negative attitude receives not a little support from the writing of some educational theorists, with their emphasis on the free development of the pupil.

If the schools are to fulfil their proper function, not only as training grounds for the intellects and bodies of

their pupils, but also as places which uphold certain standards, the teacher must be prepared to combine tolerance and sympathy with firmness of conviction.

And at this deepest level of education, even more than at any other, the personality of the teacher is of paramount importance. More importance than exhortation or reward and punishment is the example of the men and women who teach. Simply by holding the views they do and being the individuals they are, they affect, almost unconsciously, the standards of their pupils. It is in the light of responsibilities as great as these that we must measure the effects of any decline in the quality of our teachers.

* * * *

The child spends perhaps seven hours a day in the school. For the rest of its life it is being influenced by a multiplicity of other agencies, and of these, of course, by far the most important is the home.

Teachers and educationists habitually over-estimate the effect that they have upon children. We are apt to believe that we do more than we can or probably should attempt to do. We ascribe to ourselves triumphs not our own, and blame ourselves for failures that are not our fault. Personally I am ever more convinced of the overwhelming importance of the home on the development of the child, certainly up to adolescence.

For this reason it is of the greatest possible importance that collaboration between school and home should be made much closer than is very often the case. I am not thinking primarily of such bodies as parent-teacher associations, valuable though these often are.

I am thinking rather of frank and informal talks to bodies of parents, where problems such as the place of television in the home, the kind of newspapers that a child should, or should not be allowed to read, and many others of the same kind may be discussed.

If the school is attempting to put forward one set of values and the home is practising another, then a bewildering conflict may be set up in the mind of the child. It is one of the duties of the school to present with courage and conviction the values for which it stands.

But even more important than meetings such as this are the personal interview between the father and mother and the headmaster or one of his colleagues. I believe that the teacher must come to regard no part of his work as potentially more important than such talks. They may range from some straightforward matter of a career to a discussion of the possible reasons behind some serious problem such as truancy. The master or mistress in every kind of school has to strive to develop the same pastoral attitude towards his job that has existed for many years in the past.

* * * *

I can imagine the head teachers of many schools in bad areas of great cities reading these words with bitter amusement and, with justice, deriding my limited and specialised experience. And it is true that many such teachers have to deal with parents too reckless or too degraded even to care seriously for the welfare of their children, and certainly unlikely to attend a meeting of even a personal interview. For this minority such special measures of

parent-school relationship will have to be developed as already exist in some places.

But the great majority of parents to-day are probably genuinely, if not always wisely, concerned for the welfare of their children. For them the school should spare no effort in providing all the help and guidance that it can.

Such guidance is particularly important at a time when educational opportunity has been so immensely increased. The parents of very many boys and girls now receiving a grammar-school education and perhaps going on to a university never entered a Secondary school themselves. It may well be necessary to reassure them about their child's venture along unfamiliar paths. It may often be essential to smooth some of the strains set up in the family by the development by an able child of unfamiliar tastes and ambitions.

If teachers feel, for example, as I do myself that radio and television are distracting the abler children from reading, which for them is an immeasurably more valuable activity, then they must be prepared to tell the parents so quite frankly. Both the welfare of individual pupils, and the broader question of the reconciliation of the standards of the school and the home, call, it seems to me, for far greater efforts than many schools now make to reach the homes as well as the children.

* * *

It is often claimed that too much is now done by the State for the individual and in particular that all sense of parental responsibility is being drained away. Frankly, in my own experi-

ence I have seen few signs of such a development. It is, in any case, a risk that we must run.

There is no greater error than to regard the provision of educational opportunity as a kind of charity. The whole future of our kind of society is completely dependent on the full utilisation of its resources of ability and character. To provide the best possible education for its citizens is the most obvious form of communal self-interest.

Nevertheless, a decline in individual initiative and in the capacity for individual sacrifice constitutes a social danger of which we must be always aware. Every opportunity must be retained to reconcile parental responsibility with the structure of a society committed to social welfare and a considerable measure of equality.

Thus one among a number of justifications for the continued existence of independent or fee-charging schools in a democratic society is that the principle of some parental choice is preserved. Admittedly the possibility of such choice is only open to a minority of parents; but the principle is retained that it is wrong for the last vestiges of the parents' responsibility for the education of their children to be removed by complete and ruthless planning.

* * *

This brings me to my last point. Variety is part of the essence of true education. In this country we attempt to ensure that it exists by the delegation of control over education to local authorities. But if education is to be really healthy the delegation must in some ways go further than that.

(Continued on page 238)

Roundup of Activities

Ministry of Education

BASIC AND SOCIAL EDUCATION

Five-Year Plan of Educational Development.

Scheme No. 1

The Scheme initiated by the Government of India in 1952-53 envisages the establishment in each State, of a group of experimental and closely integrated Basic and Social education institutions within compact selected areas for intensive educational development.

Grants are offered to the State Governments on a matching basis: the Central Government share 66 per cent of the total non-recurring and 60 per cent to 33 1/3 per cent of the recurring expenditure on approved schemes. The grant sanctioned to various States under this Scheme during 1955-56 (up to the 15th July, 1955) is Rs. 3,63,803.

Scheme No. 4.

This scheme was also initiated by the Government of India in 1952-53. It relates to cultural and educational improvements and experiments within States and envisages the development and improvement of various Basic and Social educational institutions within various States. The basis of the grant is the same as in Scheme No. 1.

The grant sanctioned for the implementation of the scheme for 1955-56 (up to the 15th July, 1955) is Rs. 9,43,838.

Scheme No. 6

Financial assistance under this scheme is given to voluntary educational institutions doing important work in certain

specified fields of education. During 1955-56 (up to July 1955) a subvention of Rs. 3,38,839 was given to nine institutions.

Scheme No. 3(b).

Payments to five writers whose books were selected in the Children's Literature Contest (1954-55) have been made.

A sum of Rs. 16,200 is sanctioned for printing the children's picture book "Baune-Ke-Kheti".

A book on Indian Shipping has been published in an edition of 10,000 copies under the Scheme for the Production of Model Children's Books in Hindi at a cost of Rs. 6,500.

Expansion of Basic Education

At an emergent meeting of the Standing Committee on Basic Education, held at New Delhi on the 7th and the 8th June, 1955, it was recommended that the Union Education Ministry should organise an all-India exhibition on Basic education by the end of this year. It also approved generally the targets proposed by the Ministry for the expansion of Basic education during the second Five-Year Plan. It endorsed the view of the Ministry that an improvement in the status and emoluments of teachers was inescapable if Basic education was to produce the desired results. It was also suggested that the possibilities of coordinating craft training Basic schools by utilizing the facilities available in Community Projects and National Extension Service blocks for the expansion of small-scale industries should be explored.

Grants for Teachers in Basic Schools

It has been decided to give assistance to the States for the construction of teachers' quarters attached to Basic schools, to be provided free of rent, to members of staff.

Unemployment Relief Scheme

Under the Scheme to relieve educated unemployment, a sum of Rs. 25,93,726 was sanctioned to the various States as the Central Government's share for the first quarter of 1955-56 for the continuation of teachers appointed up to the end of 1954-55.

Sanction for the appointment of 24,000 teachers and about 600 Social education workers during the current financial year has been conveyed to the various State Governments.

National Fundamental Education Centre

The proposal regarding the establishment of National Fundamental Education Centre has been approved by the Departmental Finance Committee. Besides training and research the Centre will produce various kinds of Social education materials and organise Social education conferences, seminars etc.

Audio-Visual Education

The second meeting of the National Board for Audio-Visual Education was held on the 17 and 18 May, 1955. The Board *inter-alia*, made recommendations for the development of Audio-Visual education, particularly with reference to the drawing up of suitable schemes for the Second Five-Year Plan.

A unit for the production of visual aids has been set up in this Ministry. The unit will produce simple visual aids and conduct research in production methods and the evaluation of materials produced.

In the implementation of Scheme 3(a) under the Five-Year Plan for the training of Audio-Visual experts, preparations are in progress for holding an Indo-Australian Seminar for Audio-Visual Education in India during October-December, 1955 under the Technical Cooperation Scheme of Colombo Plan. The aim is to train 40 persons from the Colombo Plan countries.

The Government of India have sanctioned a sum of Rs. 3,000 to meet the expenses of a 37-day lecture tour in India of Miss Marie Seton, one of the foremost lecturers associated with the British Film Institute,

London, and an authority on films and graphic arts. She proposes to visit India sometime this year.

Seminar on the Education of the Blind

A seminar on the education of the Blind, inaugurated by Dr. Helen Keller, was held at Mussoorie in April, 1955. The recommendations of the seminar have been forwarded to all State Governments. The Ministry has appointed a committee to draw up a suitable syllabus for a refresher course for teachers of the blind.

Seminar on the Education of the Deaf

It is proposed to hold a seminar on the education of the deaf from the 19th to 24th September, 1955, to discuss all aspects of the educational and vocational training of the deaf child and adolescent.

Bal Bhavan Board

The Bal Bhavan Board has been set up as an autonomous organisation functioning under the Ministry of Education, with the object of establishing a Bal Bhavan in Delhi that will afford opportunities to children of all classes and communities in Delhi, for education through recreation and physical activities.

SECONDARY EDUCATION**Ford Foundation Projects**

The Ford Foundation have finally approved a grant of \$ 2,346,500 to the Government of India to be used by the Ministry of Education for implementing the following five projects:

Seminars and Workshops on Secondary Education.

Establishment of Departments of Extension Services in Teachers' Training Colleges.

Establishment of Lok Vidyapeeths.

Establishment of Rural Institutes.

Student Apprenticeships in Village Development at Calcutta University.

Central Advisory Board of Education

The Proceedings of the 22nd Annual Meeting of the Central Advisory Board of Education have been finalised and accepted

by the Government of India. These have since been circulated to State Governments and other authorities concerned for implementation.

Scheme No. 6—Assistance to Voluntary Organisations

The following voluntary institutions have been subsidised under the Scheme:

(i) Avinashilingam Trust School (Home Science) for Girls, Coimbatore, Madras.

Grant (non-recurring): Rs. 1,92,720.
1st instalment: Rs. 93,360.

(ii) Banasthali Vidyapeeth, Jaipur.
Grant: Rs. 1,13,140.

1st instalment: Rs. 50,000.
Loan: Rs. 1,71,600.

(iii) Vidyodaya Girls' School, Madras.
Grant sanctioned in 1953-54: Rs. 2 lakhs
1st instalment: Rs. 75,000.

Scheme No. 4(b)—Improvement of Selected Secondary Schools

The following grants have been sanctioned:

State	Amount of Grant Sanctioned.	First Instalment
Tripura	Rs. 51,870/-	
	Rs. 9,870/- Recurring } Rs. 42,000/- Non-Rcc. }	12,967/-
Coorg	19,140/-	11,715/-

Grants to Public Schools

Ad hoc grants to the extent of Rs. 25,000 Rs. 15,000, Rs. 10,000 and Rs. 25,000 have been sanctioned to the Doon School, Dehra Dun, Daly College, Indore, M.G.D. Girls' Public School, Jaipur and the Birla Vidya Mandir, Naini Tal, respectively for the year 1955-56.

Government of India Merit Scholarships in Public Schools

The working of the scheme was reviewed and the following main decisions were taken for the award of scholarships for the next academic year:

The number of Regional Centres has been increased from five to ten.

The application fee has been raised from 8 as. to one rupee to meet the extra cost likely to be involved towards T.A. etc. of the candidates to be called for interview.

The preliminary selection of the candidates has been entrusted to the Ds.P.I./Ds.E. or officer of equivalent status of the State Governments.

The Central Selection Committee will visit all the ten centres to interview and test the candidates elected by the D.P.Is. etc.

In response to the directions of the Government of India that all State Governments and Public Schools should institute scholarships in their Public schools on the same lines as under the Government of India Scheme, the following have instituted scholarships.

Andhra State 4; Tripura State 3; Lawrence School, Sanawar 22; Lawrence School, Lovedale 8; Rajkumar College, Rajkot 2; Daly College, Indore 1; Mayo College, Ajmer 9.

YOUTH WELFARE**Youth Welfare Unit**

In order to concentrate more closely on Youth Welfare work, a separate Unit has been set up in the Ministry with effect from the 16th May, 1955.

Seminar of Principals

To secure the cooperation of principals of colleges in programmes of youth welfare, the first Principals' Seminar, was held at Sabathu (Simla Hills) from the 12th to the 16th April, 1955, attended by selected Principals of colleges affiliated to the universities of Punjab and Jammu and Kashmir.

The main points discussed were (a) need of greater financial aid to private colleges as an indispensable condition for raising their tone; (b) the need to guard colleges against political and outside influences; and (c) the need to build up the prestige of the teachers as the leaders of the youth.

One of the recommendations of the Seminar was that every State, university and college should set up a Youth Welfare Committee.

Dramatics Training Camp

At the conclusion of the above Seminar, a Dramatics Training Camp was conducted at Sabathu from the 17th April to the 14th May 1955 for 23 selected members of staff from the universities of Bombay, Baroda, Gujerat, Nagpur, Punjab, Saugar, S.N.D.T. Jammu and Kashmir and Rajputana.

The actual expenditure for the Seminar and the Camp was about Rs. 11,000.

Labour and Social Service Camps

The ninth meeting of the Committee on Youth Camps and Labour Service was held on the 29th June, 1955. The following main decisions were taken:

(a) The grant on food per camper per day be reduced from Rs. 1-8-0 to Rs. 1-4-0.

(b) The upper limits of Rs. 15 lakhs should be fixed for grants to be sanctioned to any one agency for conducting labour and social service camps in a year.

During the period under report, a sum of Rs. 31,53,951 has been sanctioned for conducting 533 camps in different parts of the country in which about 44,481 campers have rendered manual labour service on works of national utility.

Campus Work Projects

At its eighth meeting the Committee on Youth Camps and Labour Service decided that grants for the construction of projects should be given to educational institutions on condition that the projects should be primarily intended for students and located as far as possible on the premises of the institution.

During the last financial year, grants were sanctioned mainly for the construction of swimming pools and open-air theatres, but now the committee has decided to include other projects like the construction of stadia, pavilions, gymnasia and recreation halls and has also fixed the ceiling for grants for these projects.

So far a total grant of Rs. 2,79,082 has been sanctioned to eight universities and two State Governments.

Physical Education

In addition to the existing two Sub-Committees of the Central Advisory Board of Physical Education and Recreation, another Sub-Committee has been set up to prepare a syllabus of Physical education for girls only. The first meeting of this Sub-Committee was held on the 28th May, 1955 for preliminary discussions.

The Government have paid a grant of Rs. 37,500 to K.S.M.Y.M. Samiti for research in Yoga and a token grant of Rs. 2,000 to Hanuman Vayayam Prasarak Mandal, Amravati for Physical education. In addition, a 30-year interest-free loan of Rs. 1,00,000 has been paid to the Y.M.C.A. College of Physical Education, Madras, for the construction of a Women's Hostel.

Scouting and Guiding

A sum of Rs. 10,000 has been granted to the Bharat Scouts and Guides, National Head Quarters, New Delhi, for sending Boy Scouts to Canada to participate in the Eighth World Scout Jamboree scheduled to be held in August, 1955.

Sports

At the second meeting of the Sports Council held on the 7th May, 1955, the aims and objectives of the Council were discussed. In addition it was desired that each federation should submit schemes for coaching and improvement of sports facilities and send in proposals for raising the standard of games.

During the period under report a sum of Rs. 26,761 was sanctioned to various sports organisations for sending teams abroad, for inviting teams to India and for the development of sports in the country.

Inter-University Youth Festival

The second Inter-University Youth Festival is proposed to be organised by the Ministry from the 23rd to 30th October, 1955. The main items of competition open to students of the age-group 14-22 will be: Arts and Crafts including Painting (oil or water), Drawing (Pen or Pencil), Sculpture, Photographs, Handicrafts (General or Women's); Drama (One-Act Play); Classical Dance; Vocal Classical Music; Instrumental Music; Radio Play; Hindi Elocution; Group Dance; and Group Singing.

UNIVERSITY EDUCATION

The Government of India have placed at the disposal of the University Grants Commission a sum of Rs. 53,15,000 towards expenditure on grants to universities and its establishment expenses for the year 1955-56.

Grants to All-India Institutions

During the quarter ending 30th June, 1955, the following grants were paid to all-India institutions working in the educational and literary fields:

Name of Institution	Amount of Grant Paid.
Jamia Millia Islamia, Delhi.	Rs. 40,000
Gokhale Institute of Politics and Economics, Poona.	8,000
Indian Economic Association, Bombay.	35,000
The Asiatic Society, Calcutta.	25,000
Shri Kashi Vidyapith, Banaras.	5,000
Gurukul Kangri, District Saharanpur.	25,000
Total	1,38,000

TECHNICAL EDUCATION**Grants to Engineering and Technological Institutions**

During the period under review, grants amounting to Rs. 4,46,000 were paid to two institutions, the College of Engineering and Technology, Jadavpur and the Victoria Jubilee Technical Institute, Matunga, Bombay.

Development of Scientific and Technical Education and Research

During the period under review the following grants were paid under the scheme:

	No. of Institutions to which grants were paid	Grants paid	
		Non-Recurring	Recurring
(i) For post graduate courses	4	Rs. 2,24,000	Rs. ..
(ii) For under-graduate courses	8	6,19,400	81,000
		8,43,400	81,000

Loans for Hostels

During the quarter ending the 30th June, 1955, interest-free loans totalling Rs. 20,85,250 were paid to ten institutions for the construction of hostels.

Practical Training Stipend Scheme, 1955-56

Under the above scheme, about 850 training places for fresh graduates and diploma holders in Engineering and Technology have been secured in private industrial concerns and technical departments of the Government. Arrangements are in progress for the selection of candidates through the Regional Training Committees.

Association of Principals of Technical Institutions (India)

Out of Rs. 15,000 provided in the budget for 1955-56, a sum of Rs. 7,500 as first instalment of the grant has been sanctioned to the Association of Principals of Technical Institutions (India).

Grant to Individual Research Workers for Fundamental Research

A provision of Rs. 3,00,000 has been made this year for the above purpose.

All-India Boards of Technical Studies

(a) At its meeting held in May, 1955, the Applied Art Board appointed an expert committee to prepare a detailed scheme for the establishment of a Central School of Printing Technology.

School of Town and Country Planning

A Government resolution for the establishment of a School of Town and Country Planning at Delhi has been issued.

Indian Institute of Technology, Kharagpur

A sum of Rs. 10.6 lakhs for building and Rs. 5.295 lakhs for equipment has been sanctioned to the Indian Institute of Technology, Kharagpur, for the introduction of post-graduate courses as recommended by the All-India Council for Technical Education.

Propagation and Development of Hindi

(i) The Seventh Meeting of the Hindi Shiksha Samiti was held at New Delhi on the 27th April, 1955. The Samiti recommended *inter alia* that the Central Government should assist the State Governments in starting training institutions for Hindi teachers and should agree to expand the facilities for teaching Hindi by ensuring the appointment of an adequate number of Hindi teachers in at least one school in each district. It was also decided that the list of 500 basic Hindi words, which would constitute the minimum standard of

literacy in Hindi, should be circulated to all State Governments before the terms were finalised.

The four Regional Committees, recommended by the Hindi Shiksha Samiti at its sixth meeting, have since been set up and have been asked to submit their reports to the Government of India by the 31st October, 1955.

A grant of Rs. 5,000 has been sanctioned to the Sansadeeya Hindi Parishad, New Delhi, for running Hindi classes for Members of Parliament, publication of Devnagari and Raj Bhasha Magazines, etc.

(ii) The Hindi Library has at present a collection of 5,049 books and subscribes to 52 journals.

(iii) A Convocation to award diplomas to the 299 candidates who passed the third Hindi Prabodh Examination held in November, 1954, was held on the 14th June, 1955. Prizes in the form of Hindi books worth Rs. 50, 30 and 20 were awarded to the candidates securing first, second, and third positions respectively in the examination.

(iv) The Committee on the Basic Grammar of Hindi held two meetings at Poona, one from the 12th to the 18th May, 1955 and the other from the 28th May to the 1st June, 1955. The author of the draft English version has been requested to prepare a revised draft in the light of the suggestions made by the Committee.

(v) (a) A grant of Rs. 24,000, payable in eight equal quarterly instalments, has been sanctioned to Shri G. Martirosi, Director, International Commercial Information Service, Madras, for the preparation of six-language dictionary. The first instalment of Rs. 3,000 has been paid to him.

(b) A grant of Rs. 25,000 has been sanctioned to the Receiver, Hindi Sahitya Sammelan, Allahabad, for the preparation of Standard English-Hindi Dictionary out of which a grant of Rs. 15,000 has been paid to the Sammelan.

(vi) It has been decided to prepare standard manuals on the basis of the Hindi terminology evolved by the Board of Scientific Terminology. For the present five standard manuals in the following subjects are to be prepared:

Chemistry, Physics, Mathematics, Botany, and Social Sciences.

(vii) The constitution of an expert committee on Legal Terms has been finalised.

Scientific Terminology in Hindi.

The finalised lists of Technical Terms in Hindi, relating to Physics, Chemistry and Botany have been published and are available for sale with the Publications Section of this Ministry and the Manager of Publications, Civil Lines, Delhi.

The provisional lists of terms in Transport, Railways, Posts and Telegraphs, Defence and Agriculture were revised in the light of comments received from different sources and the lists so revised have been approved by the Board of Scientific Terminology.

Further provisional lists of terms relating to Defence, Transport and Zoology have been circulated to the State Governments, Ministries, Universities and other important bodies and individuals for their comments.

Hindi Exhibition

An exhibition of Hindi books, maps, charts, etc. was organised by the Ministry at New Delhi from the 12th to the 21st August, 1955. Its object was to give the general public an idea of the progress and development of Hindi as well as a glimpse of the scope of modern Hindi literature.

Modified Overseas Scholarships Scheme, 1955-56

Out of the 25 fresh scholars selected under the scheme, the scholarship of one has been cancelled.

London Institute of Education Fellowships, 1955-56

Against the two awards offered by the Institute to Indian nationals for 1955-56, only one candidate was selected. No other candidate was found suitable.

General Cultural Scholarship Scheme, 1955-56

Selection has been made for all 100 scholarships under the scheme.

Scholarships to South and South-East Asian Countries 1955-56

Seats have been reserved in educational institutions in India for 75 Nepalese students and 13 students from Sikkim. Some seats have also been reserved for Philippines students.

Norwegian Government Scholarship, 1955-56

A candidate has been selected for the above award.

Netherland Government Fellowship, 1955-56.

A candidate has been selected for the above Fellowship.

Italian Government Scholarships, 1955-56

Selection of candidates for the award of three scholarships was finalised in August, 1955.

Israel Government Scholarship, 1955-56

The offer of one scholarship by the Israel Government to an Indian national for post-graduate research work in Arid Zone Farming or Science (Physics, Chemistry or Biology) has been publicised.

Sao Paulo University, Brazil Fellowships, 1956

The standing offer of ten Fellowships from the Sao Paulo University for post-graduate students of various universities (national and foreign) has been publicised.

Unesco Fellowship in Arid Zone Research, 1955-56

The offer of a fellowship to an Indian national for study abroad in the field of research methods in Arid Zone problems during 1955-56 has been publicised.

Unesco Fellowship in Educational Psychology, 1955-56

The offer of a fellowship to an Indian national for study in Educational Psychology at the International Institute of Child Study, Bangkok, Thailand, during 1955-56, has been publicised.

Unesco Fellowship in Oceanography, 1955-56.

The offer has been publicised.

U.N. Social Welfare Fellowships and Scholarships Programme, 1955-56

Four candidates have been selected by the U.N.O. for the award of fellowships and one candidate for a scholarship in various social welfare fields.

Unesco Technical Assistance Fellowships and Scholarships Programme, 1955

Under the above programme, four Fellowships have been offered by Unesco to Indian nationals for training abroad—three to nominees of the Indian Institute of Technology, Kharagpur and one to a nominee of the Ahmedabad Textile Research Institute.

'Ad Hoc' Scholarships by West Germany, 1955-56

The names of the selected candidates have been recommended to the West German Government for the award of six scholarships offered for post-graduate doctorate study in West German universities.

Brush Aboe Group (England) Commonwealth Scholarships 1955-56

Selection of a candidate for the above scholarship has been made.

Austrian Government Offer of Apprenticeships for Practical Training, 1955-56

Names of 23 candidates selected for practical training in Austria against the offer of 29 places have been recommended to the Austrian Legation in India. For three places the High Commissioner for India in the U.K. has been requested to recommend three suitable candidates. Three awards have been declined.

Technical Cooperation Scheme (Colombo Plan) and Technical Cooperation Mission (Point Four Programme) 1955-56

Names of 34 candidates out of 42 recommended under the Colombo Plan and 13 candidates out of 16 recommended under the Point Four Programme have so far been approved by the Ministry of Finance.

International Association for the Exchange of Students for Technical Experience, 1955-56

16 awards for practical training of Indian nationals in various subjects received under the above Exchange Programme from various countries, that is, West Germany, Netherlands, Sweden, Israel, Yugoslavia, Austria, Finland and Denmark, have been accepted. The offers for practical training of one student each from Austria, Finland and Denmark are on a reciprocal basis.

Scheme for Award of Scholarships for Higher Studies in Hindi, 1955-56

Twelve scholarships have been awarded under the scheme to students belonging to non-Hindi speaking States for studies in institutions of higher learning in the Hindi speaking States.

Research Scholarships in Humanities

The scheme has been sanctioned for 1955-56. Applications were invited for the award of 100 scholarships, each of the value of Rs. 200 p.m. The awards will be made on the recommendations of a selection committee set up for the purpose by the Government of India.

Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 1955-56.

Under the scheme funds amounting to Rs. 130 lakhs have been made available for award of scholarships among the Scheduled Castes, Scheduled Tribes and Other Backward Classes in the ratio of 45:15:40 respectively.

The Means Test applicable to these scholarships has been revised. No scholarships will now be awarded ordinarily to students whose parents'/guardians' monthly income is Rs. 400 or above.

It has been decided to award scholarships under the scheme to all eligible 'Fresh' Scheduled Castes and Scheduled Tribes candidates who have passed the last annual examination.

About 14,000 applications for the renewal of scholarships had been received up to the 15th July, 1955. Scholarships of about 2,900 students who have been admitted to the next higher classes have been renewed.

Passage grants to four students belonging to Other Backward Classes who were awarded foreign scholarships without free passage, have been sanctioned.

Out of 12 candidates awarded Overseas Scholarships for 1955-56, admissions for five have so far been arranged.

CULTURAL ACTIVITIES

A sum of Rs. 1,500 has been paid to M. C. Sarkar & Sons Ltd., Calcutta for the publication of a Bengali edition of the English publication, 'History of Philosophy—Eastern and Western'.

An *ad hoc* grant of Rs. 4,000 for the year 1955-56 has been given to the Union for the Study of Great Religion, Madras, towards the expenses incurred on the first Seminar held at Bangalore from the 25th May 1955 to the 4th June 1955.

An *ad hoc* grant of Rs. 5,000 for the year 1955-56 has been sanctioned to the Salar Jung Estate Committee at Hyderabad-Deccan for publishing the manuscripts of Dakhini Literature in consultation with the Dakhini Literature Publishing Committee.

An *ad-hoc* grant of Rs. 10,000 for the year 1955-56 has been sanctioned to Shri A. Goswami of Calcutta towards the publication expenses of the book entitled "Indian Temple Sculpture".

An *ad hoc* grant of Rs. 10,000 for the year 1955-56 has been sanctioned to the Bharatiya Vidya Bhawan, Bombay, for their publication entitled "Indian Inheritance".

A sum of Rs. 3,00,000 has been sanctioned in connection with the expenses to be incurred on the Indian Cultural Delegation to China that left India on the 5th June 1955, for a programme of eight weeks in China.

The Education Ministers of India and Pakistan met at New Delhi from the 13th to 18th May 1955, to discuss the question of India Office Library, London. They will continue their talks later.

The Exhibition of 'Indian Art through the Ages' that was sent abroad in November, 1954 to tour round various countries, is now showing at Damascus.

A sum of Rs. 41,24,531 has been sanctioned for the first phase of the construction of the National Museum at New Delhi.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 46 persons have been granted a monthly allowance ranging from Rs. 75 to Rs. 150 each.

As an experimental measure in the field of education and cultural activities, a sum of Rs. 2,500 has been sanctioned from the Minister's Discretionary Fund, to Dr. Baij Nath Puri of Lucknow University, for the publication of his books 'India in the Times of Patanjali' and the 'History of the Gurjara-Pratiharas'. This was done on the recommendation of the U.P. Government.

A sum of Rs. 3,000 has been sanctioned from the Minister's Discretionary Fund for bringing out the English translation of 'Sri Chaitanya Charitamrit' by Shri Nagendra Kumar Roy of Calcutta. The work has been recommended by the Government of West Bengal who have also contributed an equal amount for the purpose.

The Government of India have sanctioned a sum of Rs. 21,000 for purchase of books for the Central Libraries in British Guiana, British West Indies and small libraries in British Guiana and five smaller islands.

Books on Indian art, culture, history, language, etc., have been sent to the Ministry of External Affairs for presentation to the following:

Arts Council, Ceylon; Medical Institute, Colombo; an Institution in Bonn: Charles University, Prague; School of Oriental Studies, Durban University.

First Meeting of Directors of National Scientific Research Centres in Milan, Italy

Unesco convened a meeting of the Directors of National Scientific Research Centres in Milan, Italy from the 15th to the 19th April, 1955 for exchange of views and information on different international problems concerning scientific research. Dr. K. S. Krishnan, Director, National Physical Laboratory, New Delhi represented India.

18th International Conference on Public Education

Dr. A. M. D'Rozario, Secretary, Education Department, High Commission for India in London, attended the above conference held at Geneva from the 4th to the 12th July, 1955, as India's Delegate. The agenda included discussions on problems relating to the financing of education, the teaching of visual arts in Primary and Secondary schools and the annual reports of Member States on the progress of education.

Unesco Technical Aid Under Normal Programme

Unesco has been requested to provide aid in the form of experts, equipment and fellowships for the following projects under the above programme.

1. Organisation and Development of Technical and Vocational departments of the proposed Multi-Purpose Secondary schools in India (Ministry of Education).
2. Production of Textbooks (Ministry of Education).
3. Training in Arts and Crafts in relation to Community Development (Ministry of Commerce & Industry).
4. Rehabilitation and Development of Punjab Government's Archives and Museum (Punjab Government).

5. Development of Communication Services: Press, Printing, Radio and Television etc. (Ministry of Information and Broadcasting).

6. Terminological Bureau of INSDOC (Ministry of N.R. and S. R.).

7. Development of Science Museum in the National Physical Laboratory (Ministry of N.R. & S.R.).

Unesco Assistance to Associated Projects

Unesco has provided a sum of \$100 to the Connemara Public Library, Madras, recently included in their system of Associated Projects, for purchase of books on Library Science.

Fundamental Education Centre

Unesco proposes to give the following aid to a Member State that may set up a National Fundamental Education Centre:

- (a) services of two experts.
- (b) equipment of the value of \$10,000.

As the Government of India have decided to set up a Fundamental Education-cum-Basic Education Research Centre in Delhi, Unesco has been requested to give the proposed aid to the Centre.

Unesco Experts

- (i) Research in Textbooks

Mr. L. R. Fernig of the Unesco Clearing House assisted the Central Bureau of Textbook Research as Unesco expert, for about three months.

- (ii) Scheme of Micro-filming Ajanata Paintings

The stay of Mr. David De Harport who has been working as Unesco expert attached to the Department of Archaeology in India, in connection with the above scheme, has been extended.

Unesco Questionnaires

The following questionnaires have been received from Unesco and action on them is in progress:

- (i) Questionnaire on newspapers and other periodicals, for collection of statistical data of publication and circulation of newspapers and other periodicals in India.

- (ii) Questionnaire on newsprint and other printing and writing papers, for collection of statistical data of production, exports and imports for newsprint and printing paper.
- (iii) Questionnaire for collection of statistical data on book production in the year 1953 and 1954. The information is intended to be published by Unesco in the United Nations Statistical Year Book and Unesco Publications 'Basic Facts and Figures' and 'Unesco Bulletins for Libraries'.
- (iv) Questionnaire for collection of statistical data on libraries in India and obtaining information regarding the definitions and classifications that are in use in different countries including India.
- (v) Questionnaire for collection of information about the various experiments and activities which have been carried out in India in the field of Parent education. This questionnaire is in connection with an international conference of experts on the subject of Parent education which is being arranged by the Unesco Institute of Education at Hamburg from the 7th to the 16th September, 1955.

Mr. Thoob Nounqoung, Cataloguer at the Bangkok National Library, Bangkok, (Thailand), who has been awarded a fellowship to study the organisation and technical equipment of micro film units and the organisation of bibliographical and other library services at the INSDOC (N.P.L.), has arrived and started his research studies.

Unesco Survey on Type Composition Costs—Material From India

Certain institutions that are engaged in graphic arts research programmes have requested Unesco for assistance to help them in the development of more economical and more productive typesetting equipment. This research work will also deal with the application of photographic techniques and modern control circuitry to the composition of complex writing forms such as the Devanagari script. Unesco has taken up the survey and solicited information in the form of a questionnaire on composition costs to enable them to assist in the development of machinery promoting the economical and efficient composition of Devanagari script. The Indian National Commission has been asked to give names of the leading Indian Newspapers, with large, middle and small circulation.

Unesco International Coupon Scheme

Book Coupons, sold during the quarter ending 30th June 1955, amounted to \$10,511.62. That brings the total sale to \$255,939.27.

Coupons for Scientific Material sold during the quarter amounted to \$15,798.27 which brings the total sale to \$323,551.61.

Educational and Scientific Film Coupons sold during the quarter amounted to \$2,990.00 which brings the total sale to \$30994.78.

Protection of Children from the Undesirable Influences of Mass Media of Communication

Unesco proposes to establish an international organisation to study problems concerning children and young persons in their relation to the press, the radio, films and television.

An informal meeting of the representatives of the Ministries of the Government of India and non-official organisations was held on the 15th July, 1955. The meeting was in favour of setting up an advisory body that would undertake some positive activities in this direction.

Central Education Library

In response to a request from Unesco in connection with the proposed world list of Educational Journals, a list of Indian Educational Journals with all details has been collected and is under tabulation.

A bibliography on Basic education has been revised and compiled.

A new feature—abstract of educational articles from various Indian educational journals has been taken up and the first issue of "Indian Educational Abstracts" is under print.

Central Secretariat Library

Approximately 23,000 U.S. Government publications were received in exchange, listed and distributed to various offices.

618 books were added during the quarter.

Educational Information

During this period 957 enquiries (India) and 1,386 enquiries (abroad) on various educational topics were dealt with. 434 visitors sought information from the Information Library.

Information on the following topics has been compiled and forwarded to various Advisory Bureaux:

List of Academies/Institutions and Scientific Societies which accept foreign members.

Minimum age for admission to the universities in India.

Islamic studies in India.

Courses in 'City Design' at the University of Miami, U.S.A.

A Post-graduate Course in Environmental Control Engineering & Resources Utilisation at the Royal Technical College, Glasgow.

Courses in Forestry in France, Switzerland, Canada and Japan.

Educational Statistics

The publication 'Education in India, 1951-52—Vol 1 has been published.

The following publications are under preparation.

'Education in India, 1952-53 (Vols. I and II)'.
'Education in the States of the Indian Union, 1952-53'.

'Education in Centrally Administered Educational and Research Institutions, 1954-55'.

'Education in India—A Graphic Presentation'.

'Education in Universities in India, 1953-54'.

Information relating to 'System of School Classes' and 'Pay Scales of Primary and Secondary School Teachers' for 1954-55 was compiled and cyclostyled.

Sixty major statistical enquiries were attended to.

Publications

The following publications have been brought out during the quarter under review:

1. Teachers' Handbook of Social Education (Third Edition).

2. The Single-Teacher School, by J. P. Naik (Reprint).

3. Proceedings of the Sixth Meeting of the All-India Council for Technical Education.

4. Student Indiscipline, by Humayun Kabir (Second Edition).

5. Minutes of the Workshop on Vocational Guidance.

6. The Rural Primary Teacher by E. A. Pires.

7. The June, 1955 number of "The Education Quarterly".

8. Madhyamik Shiksha ke liye ek ayojana (Hindi Edition of 'A Plan for Secondary Education').

9. Provisional Lists of Technical Terms in Hindi—Zoology.

10. Technical Terms in Hindi for Secondary Schools in—(a) Botany, (b) Chemistry (c) Physics.

11. A Note on "General Information for Indian Students Going Abroad" (Reprint).

12. A Folder—"Publications, Ministry of Education".

13. A Folder of "The Education Quarterly".

14. Hindi Exhibition Folder (English and Hindi).

3,755 copies of publications were sold during the period under review for a cash return of Rs. 2,765-15-0.

National Archives of India

184 books dealing with the life of Mahatma Gandhi and the Freedom Struggle in India were presented by Miss Raj Rallia Ram, Lahore, to this Department through the Ministry of External Affairs, Government of India. 412 books and periodicals have been added to the Library.

On an average 28 scholars worked in the Research Room.

The six scholars selected under the National Archives of India Fellowship Scheme are conducting their research in the Historical Section.

National Library, Calcutta

During the quarter under report, an exhibition called "The Carey Exhibition of Early Printing and Fine Printing" was arranged at the Library on the 26th May 1955. The Exhibition lasted for a month.

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The individual school must be given freedom to develop its own character; the teacher in it must be given a proper measure of liberty. The ultimate control of education that lies with elected bodies must never impose such a uniformity on the schools that the individuals in them lose all sense of initiative and responsibility. In some areas there are danger signs that this is happening.

In this, as in most of our other educational problems, the best hope of a solution lies in an informed public opinion, that is prepared to give to

It was intended to draw public attention to the pioneer efforts that made Indian language printing a reality and illustrated the history of printing.

Another important activity of the Library during the period under review was a tour of South India (extending over 3,700 miles) undertaken by the Superintendent of the Cataloguing Division II, in connection with the compilation of National Bibliography of Sanskrit literature produced in India during 1901—1953.

education its proper place in the national life. The creation of such a public opinion is itself, perhaps, the greatest of our educational tasks.

It is that which must form the basis for all our other reforms, whether they concern the supply of teachers or buildings, the evolution of a rational and humane curriculum or the maintenance of an enlightened administration. Only if it learns to give to education its true importance can democracy prosper, either materially or spiritually.

A CHILDREN'S VACATION CLUB

A bored child is an unhappy child and an unhappy child makes an unhappy home. Education for the proper use of leisure is regarded in progressive countries as a necessity and one of the goals of schooling. It is believed that play has therapeutic value. Play is the child's way to education—in the social as well as intellectual sense. It provides the much needed release to his faculties to function in a free way. Obviously then provision for this is not optional; it is an obligation.

If boys and girls are the country's priceless possession, if providing them with character building activities at an impressionable period can be of any use or consequence, if the way they spend their vacation is of importance to their lives in general and to their school work in particular, then it is the duty of all educators and civic-minded citizens to ensure that children's vacation activities are suitably planned, well supervised and exploited to the fullest extent for the development of a child's personality. During holidays, when schools remain closed, children often deteriorate in health and form bad habits and attitudes. To guard against this, a club for children was started at Belgaum in the summer of 1954.

A Cool Retreat

The Children's Vacation Club of Belgaum was started in May last year under the auspices of the Scout Association, the local schools, civic leaders, the Rotary Club and the Teachers' College to provide local pupils with a cool and well-equipped retreat during

their holidays. Its aim was to develop some useful habits among them—the habit of reading during leisure and of mixing with others of similar interests, to give them some experience of organising and running their own club on democratic and self-governing lines. For the holidays, the Club was housed in the large and airy new rooms of the Teachers' College.

But the main advantage of this project was to bring together pupils of different schools for pleasurable and profitable activities. Normally, children of one school have no contact with pupils of another school. It is necessary and desirable for pupils to develop a wide circle of acquaintance and meet students of other schools, so that their interests can be wider, their friendships more broad-based. And there is no better way of achieving this than in an environment of play and pleasure.

Activities and Membership

The Vacation Club of Belgaum is an illustration of the fact that a useful institution can be managed economically and successfully on the basis of voluntary effort and local initiative. The main aim of the Club was not so much to make Indian children book-minded; it was to develop in them right attitudes of cooperation, solidarity and sociability through enjoyable group activities. The Belgaum Club was not started to provide a vacation reading room for children. It was a 'day camp' to provide children with a programme that would stimulate their

social, physical and intellectual potentialities. Its main function was to provide activities such as reading books, magazines and daily papers in English, Marathi and Kanarese, playing indoor games, like table tennis, carrom, ludo, draughts, and chess, and outdoor games like football, basket ball, volley ball, ring tennis, *langri* and *hututu*. There were separate rooms with these facilities for girls. The Club also provided hobbies like paper work, photography, music, painting and modelling with the help of visiting artists. Film shows were held three times a week. Hikes, picnics and educational excursions and talks were all part of the Club's programme.

A nominal registration fee of eight annas was charged as membership fee. It was felt that a membership fee would give the members a sense of ownership and responsibility, and at the same time would be low enough to make the Club accessible to the poorest. Each child carried an identification card. The membership was restricted because the total number of members that could satisfactorily be handled was 250 to 300.

Equipment for the Club

Most of the material for the Club came from the 14 High schools of Belgaum. The Headmaster of each school lent out about 100 books and play equipment which would otherwise have been lying idle during the vacation. Hardly anything was bought. Local leaders and clubs also helped by lending magazines and other reading material, and sports dealers and shopkeepers donated what they could by way of games and play equipment. Magazines and educational documentaries were contributed by the B.I.S., the U.S.I.S., some of the Consulates in

Bombay, the Visual Education Department of the Bombay State and the Unesco Information Office. These film shows were educative and highly entertaining.

A Day at the Club

A day was divided into two sessions—one session from 8 a.m. to 10 a.m. and the other from 3 p.m. to 5 p.m. Thus, the children had enough time for lunch and rest at home. Each session was supervised by selected teachers and volunteers and college students. Outdoor games were organised from 5-30 p.m. to 6-30 p.m.; film shows were usually fixed for the afternoon from 4-30 p.m. to 5-30 p.m.

Suggestions from Experience

The children's Vacation Club of Belgaum might well become a pilot project in the field of many-sided vacation activities. It is a project organised and run in the conviction that the children of a community require educational and recreational facilities as much during their vacation as during the school session time. Managed inexpensively through local effort based on cooperation, a holiday camp such as the Belgaum Club, may be profitably adapted anywhere in India to suit local conditions. A few hints on how to start such a club are given below for the guidance of those who would like to organise similar activities in other educational centres:

1. There should be at least two to three supervisors who could be put in charge for the whole month to run the club and to get to know the children and be of personal help to them.

2. An honorarium should be paid to the supervisors.

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AT THE HINDI EXHIBITION

THE Hindi exhibition that has just ended at New Delhi, was more of a public library than a mere exhibition. At all times during 'open' hours, visitors of all ages sat pouring over books, oblivious of the buzz of fans or the coming and going of people. From 4-30 p.m. to 8-30 p.m. on week days and from 2-30 p.m. to 8-30 p.m. on holidays, a steady rush of visitors flowed into the Postal Centenary Hall of Eastern Court, where the Ministry of Education had organised a ten-day exhibition of Hindi books, maps and charts.

It was inaugurated by the President of India, Dr. Rajendra Prasad on August 12th, 1955. About seven thousand people (a record number for anything so learned) visited the exhibition.

The main aim of the exhibition was to give the public an idea of the volume, extent and richness of modern Hindi literature over the stretch of the last half century. Beginning with 1900, a selection was made of about 4000 books, grouped under poetry, fiction and short stories, drama, essays and criticism, biography and memoirs, letters, sketches, travel books, books on scientific and technical subjects and children's literature. The selection was by no means exhaustive (it could hardly have been!) but it sought to be representative and to give the people some idea of the trends in modern Hindi literature.

The second object of the exhibition was to acquaint the public with the general progress of Hindi in the

country since the inauguration of the Indian Republic, particularly in non-Hindi speaking areas. The pictorial panels in various parts of the Hall told the story of the efforts made by the Union Ministry and the State Governments, by organisations governmental as well as non-governmental, to popularise Hindi, to simplify it and to promote it in various parts of the country. Literature of all kinds, reference works, readers and classics were exhibited in different sections, with a guide posted at each counter to explain to the visitors the content and purport of the books on display.

Hindi Literature

In Poetry there were works as outstanding as 'Apara', 'Yama', 'Kamayani', 'Palavini', and 'Deepashikha'. Selections from Drama included 'Kornark', 'Chandragupta' and 'Skandagupta'; from Fiction 'Godan', 'Chitralekha', 'Mriganayan' and 'Tyagpatra'.

In recent years translations have been growing in number and volume, for one way of promoting Hindi is to enrich it from regional Indian literatures as well as from European literatures. 'Gitanjali', 'Glimpses of World History' and 'Russia' are notable instances of this.

In general literature there was a popular series of classics displayed prominently among books of outstanding merit, with a comprehensive volume of 'Hindi Sahitya Ki Bhoomika' (Introduction to Hindi Literature) to assist the un-initiated.

Science and Technology

This section by its nature attracted wide notice and invited varied comment. One of the most important activities of the Education Ministry is the evolving of a scientific terminology in Hindi. A special Board of Scientific Terminology, consisting of eminent scientists and philologists was set up in 1950. Several expert committees were formed under this Board, each charged with the task of evolving a standard technical terminology suitable for Hindi and the other regional languages of India in a particular subject. These committees have formulated Provisional and Final Lists of Technical Terms in Hindi that were displayed in a separate subsection to let the public see and judge for itself the measure of progress made in this field. On general science there were books like 'History of Science' and 'Progress of Science'. Books on various scientific subjects up to degree standard were available on metallurgy, engineering, mathematics, physics, chemistry, botany, geology, medicine, agriculture, anthropology as well as a selection of textbooks in science taught at schools and colleges.

Reference Works

The exhibition displayed pictorially the preparation of bilingual and multilingual dictionaries—a task that has been entrusted to competent private agencies in pursuance of the policy of the Government to enlist for this work the help of the best available men and organisations. These dictionaries were English-Hindi, Hindi-Regional language and multilingual dictionary of Hindi and five other languages. Of encyclopaedias, there was a six-volume encyclopaedia, 'Hindi Visvabharati' and a one-volume encyclopaedia called

'Visva Gyan Bharati'. In addition there was the first volume of the new popular encyclopaedia now under publication, entitled 'Gyan Sarovar'. The dictionaries ranged from 'Brihat Hindi Kosh' and 'Pramanik Hindi Kosh' (general) to 'Shasan Shabd Kosh' (English-Hindi administrative dictionary) and to dictionaries on chemistry, geology, medicine, general science, agriculture, law and all physical sciences. All these dictionaries and encyclopaedias have been published between 1950 and 1954.

Non-Hindi Speaking Areas

The exhibition tried to show the various forms in which Hindi has been popularised in the non-Hindi speaking parts of India. About 400 books were on display to show what literature has been produced in these parts in recent years and what efforts are in progress to popularise Hindi and to make the learning of Hindi easy for the people. Books in this section consisted of grammars, compositions, school textbooks, a series of 'self-teaching' books, dictionaries and other general literature.

Children's Library

Of special interest and humming with activity at all hours was a model library of children's books, where tiny tots crowded in hundreds and like little scholars, spent hours at a stretch pouring over books with touching concentration. Children's literature covered animal stories, fairy tales, adventure, history, mythology, etc.

Other Sections

Equally important, but too well known to need description at length

“ 343. **संघ की राजभाषा**
हिन्दी और लिपि देवनागरी होगी।
351. **हि**-दी भाषा

की प्रसार - वृद्धि करना, उसका विकास करना ताकि वह भारत की सामाजिक संस्कृति के सब तत्वों की अभिव्यक्ति का माध्यम हो सके, तथा उसकी आत्ममूर्ति में हस्तक्षेप किये बिना हिन्दुस्तानी और अष्टम अनुसूची में उल्लिखित अन्य भारतीय भाषाओं के रूप, शैली और पदावली को आत्मसात करते हुए तथा जहां आवश्यकता बांझनी हो वहां उसके शब्द-भंडार के लिये मूलतः संस्कृत से तथा गौणतः किसी उल्लिखित भाषाओं से शब्द ग्रहण करते हुए उसकी समृद्धि सुनिश्चित करना संघ का कर्तव्य होगा। ”

भारत का संविधान

the
Indian
Constitution

Articles

343 and 351

of

“ 343. **the official language of the Union shall be Hindi in Devanagari script.**

351. **It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and the other languages of India specified in the Eighth Schedule, and by drawing wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.”**

Constitution of India

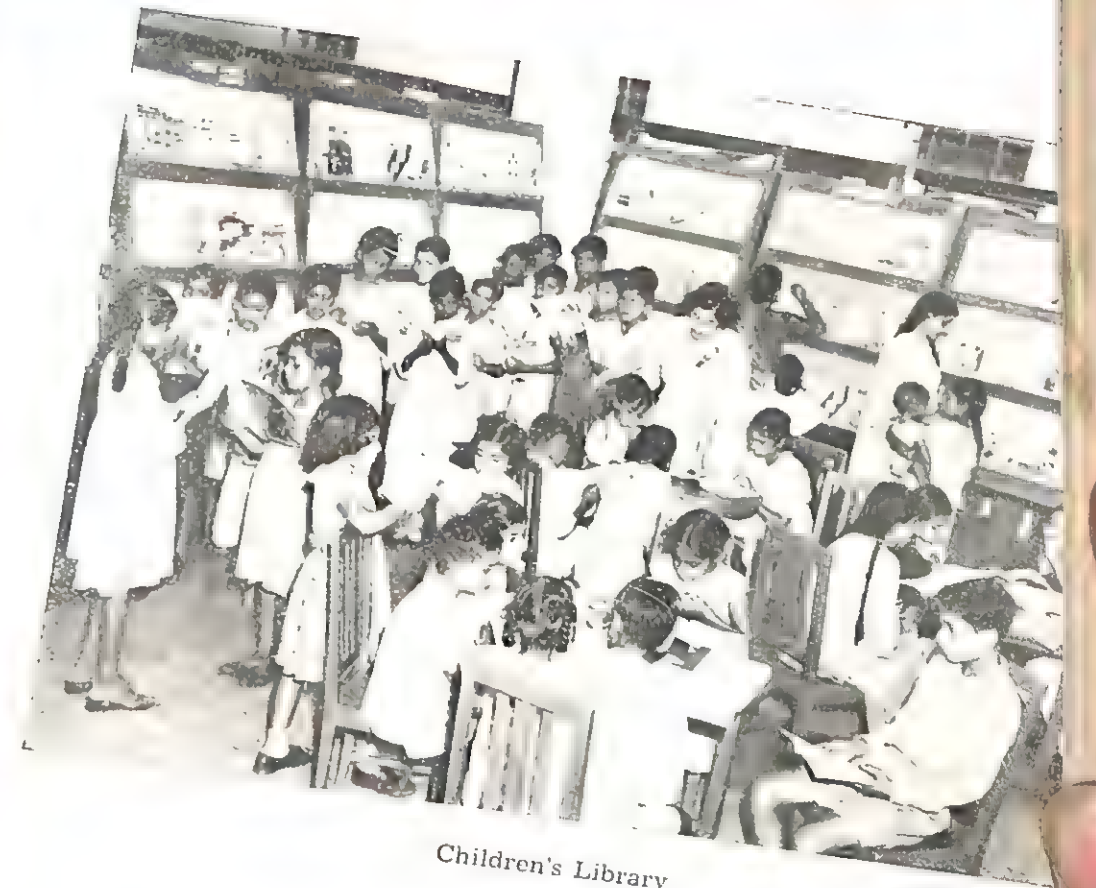
HINDI EXHIBITION



Inauguration

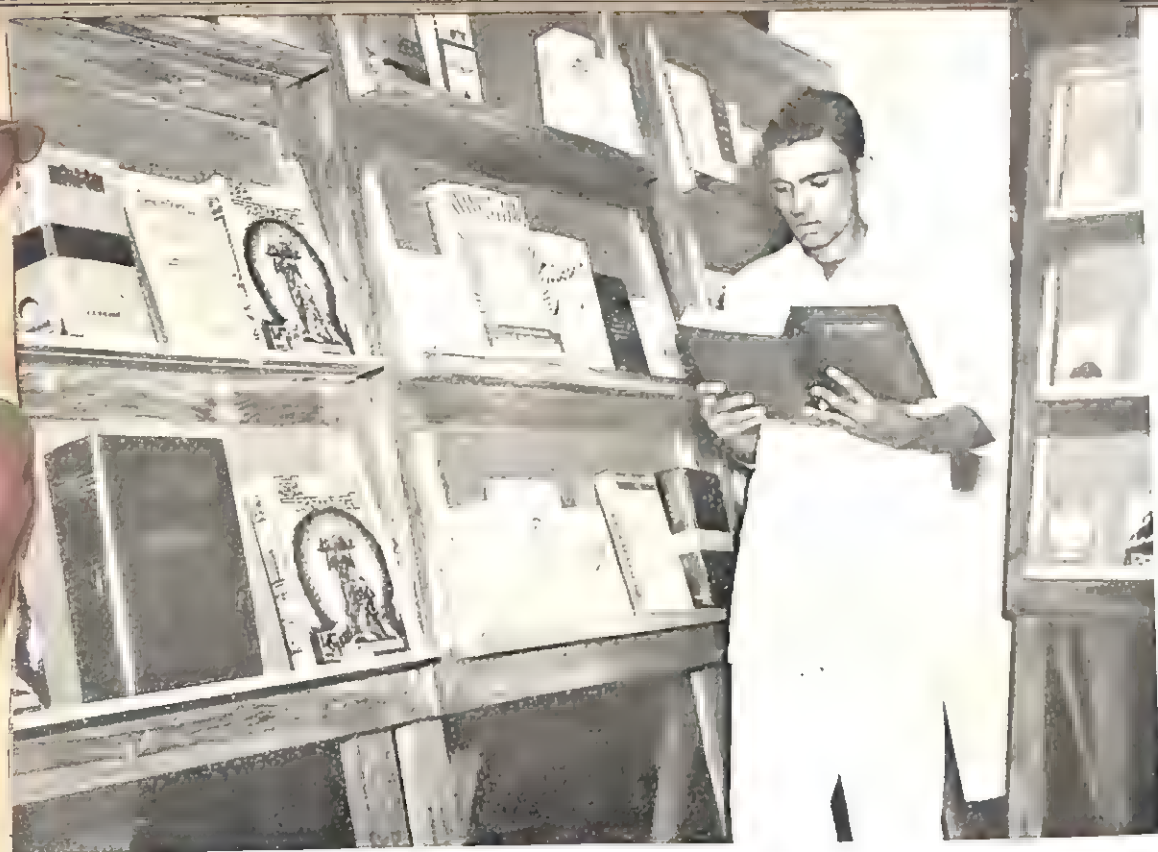


Pictorial Presentation and Decor



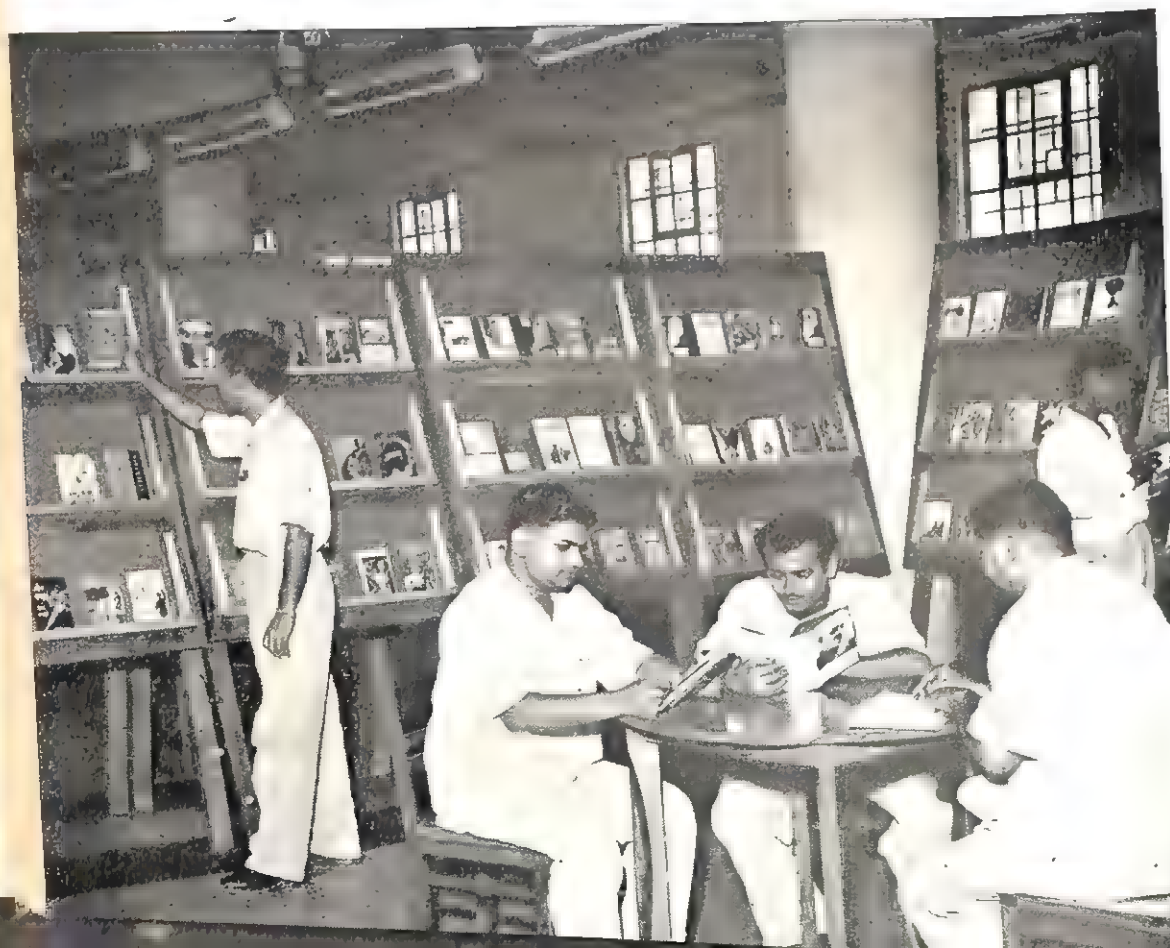
Children's Library





Reference Works

'The exhibition was even more a public library.....'



AT THE HINDI EXHIBITION

was a section devoted exclusively to Gandhian literature and philosophy, displaying books written by Gandhiji or books written on him, his life and his teachings.

The two galleries on either side of the Hall carried books grouped under economics, politics, psychology, adult education, biography and memoirs, travel books, criticism and essays. A selection of prize-winning books displayed attractively in glass cases included 'Panchatantra Ki Kahaniya', 'Kurukshetra', 'Mahabharat Katha', 'Albaruni Ka Bharat', 'Jhansi Ki Rani', 'Sikander' and 'Meghdut' (Hindi). The scheme to award prizes to writers of best Hindi books was instituted by the Government in 1954 (on an annual basis), with the object of promoting Hindi and stimulating good writing in Hindi.

Maps, Periodicals, Charts

Education in our times is not complete without visual aids and among the more impressive exhibits at this exhibition were three-dimensional charts and maps. There was one large map showing various activities for the spread of Hindi that are at present being conducted in the country. Another showed the growth in Hindi literacy since 1950. A third chart indicated the grants that the Centre has made to the States for this purpose. Other maps showed the irrigation power projects of India, the principal crops of India, the geography and history of India from the earliest times; and so on.

There were no less than 50 periodicals to read, on general subjects as well as on science and technology, agriculture, industry and commerce. In the centre of the Hall were glass cases containing four typewriters with varying key-boards. One of these was a standard key-board recommended by an expert committee, that is at present under the Government's consideration.

Paintings and Decor

Pictorial panels, colourful maps and charts, flashing quiz board with answers to 24 queries apart, the exhibition attracted by its decor, its murals, pictorial features, friezes and textiles. On entering the Hall, one had a quick general view of the exhibition with a dominant centre-piece of women in varied regional costumes dancing the celebrated folk dance of Madras, as they wove bright strands into a single plait to symbolise unity through language. On either side of this mural, topping a balcony were two large pictorial panels—'The Story of a Word' and 'The Choice of a Word' indicating respectively the evolution of a new word in Hindi and the selection of a precise Hindi word to correspond to an English word. Opposite the central mural was another impressive panel 'Hindi Ki Dhara' illustrating the strength that Hindi drew from the regional languages of India.

Kala Thairani

EDUCATIONAL SUPERVISION IN INDIA

Concepts of Supervision

GENERALLY speaking, there are three different concepts of supervision in education, namely, the authoritarian, the *laissez-faire* and the democratic. The authoritarian type, as the name suggests, is dictatorial, rigid and leaves no scope for individual initiative. In India we are familiar with this concept because our educational system, modelled by the British, was primarily designed to perpetuate their administrative control over the country by means of a strict and authoritarian system of education. In that framework a hierarchy of officials was created to control schools just as there was a hierarchy of officers to run the civil and military administration. This system virtually amounted to police surveillance.

As opposed to the authoritarian type of supervision, we have what is called the *laissez-faire* concept of supervision, or the 'let alone' concept that allows schools to function freely, without any kind of external imposition or guidance. The schools are completely autonomous. This concept is the other extreme and in effect amounts to licence for unbridled action on the part of schools. It overlooks the basic principle that education is a social function and that school derives this authority from society. Organised education cannot afford to be indifferent to the direction and guidance given by various public agencies.

The third kind of supervision is democratic supervision. In educationally advanced countries like the U.S.A. it is held that supervision based on a free process of inter-action between teachers and educational administrators makes for better results in education, both from the standpoint of teachers and pupils'. This is known as democratic supervision. It aims at educational objectives through a series of activities planned and executed cooperatively by teachers and supervisors. Here the supervisor is not a judge or a critic who finds fault with teachers, but a friend, philosopher and guide who helps them develop into better and more effective teachers. He does not prescribe rigid rules of procedure to be followed by teachers without question. He stimulates and guides them to plan their work wisely and to execute judiciously. Thus the teachers have a wide scope for the exercise of their own initiative and resourcefulness in carrying out a programme of work.

Supervision in India

The kind of supervision that obtains in Indian schools is far from democratic. No genuine cooperation exists between the inspectorial staff and the teachers for the improvement of the educational system. The term 'inspector' suggests that the role of an inspector is primarily to judge rather than to help and guide. He is hardly

ever in touch with the actual situation to know much about the problems that teachers are faced with. His inspection remarks and suggestions are often communicated too late to be of any practical use to the teachers concerned. His evaluation is mainly confined to the academic side of the school curriculum, that excludes such important educational activities as games and sports, hobbies, community work, health and hygiene projects, etc. In short, a defective technique of inspection further strengthens the inadequacy of our educational programme.

Another defect of our system of supervision is that it is inadequate with regard to its frequency and duration. A school is inspected once a year and inspection lasts for only one day or two. Even this time is not entirely devoted to educational matters; a major part of it is taken up by formal checking of accounts and records of all kinds. In the report on 'Teachers and Curricula in Secondary Schools' drawn up by the international Team, it is stated that "almost all inspectors today have to devote a considerable portion of their time to administrative duties. . . . Most inspectors have no specific training for their jobs, and some do not even have any professional training or experience."²

The plight of rural schools situated far away from the headquarters of the Inspectorate is even worse. The schools receive practically no supervision. This is a sad fact because supervision is needed most in rural schools where the teachers have com-

paratively less of training, equipment and other educational facilities.

Scope of Supervision

The defects and shortcomings mentioned above can be removed only by carefully understanding the scope of supervision in the context of our educational objectives and goals. Generally speaking, education must provide adequate opportunities for an all-round growth of children so that they can live a happy life and as citizens, can contribute to the welfare of their community. Certain factors, therefore, that must be borne in mind when determining the scope of supervision are:

1. The basis of children's growth—children's interests, capacities, past achievements.
2. The director of the process of growth, i.e., the teacher, his personal qualities, professional competence, knowledge of subject matter and skill in teaching, inter-personal relations of school teachers and the head of the institution.
3. The means of pupil growth:
 - (a) curriculum, its functional value or social utility and its interest value to the learner;
 - (b) methods of teaching, i.e. activities, projects, textbooks, supplies of educational materials;
 - (c) the socio-physical environment for learning—lighting and seating arrangement, school plant, school organisation, recreational facilities, home conditions, community resources.

¹ Barr, A.S. "Supervision." *Encyclopaedia of Educational Research*. Ed. Monroe, W.S. New York: Macmillan 1952, P. 1372.

² *Teachers and Curricula in Secondary Schools*, Report of a Study by an International Team, New Delhi, The Ford Foundation, 1954. P. 106.

Functions of Supervision

The scope of supervision will show us that this service cannot be rendered effectively by the so-called inspector of schools as we have so far known him. The responsibility for supervision has to be shared by all school officials, i.e., directors, superintendents, principals, headmasters, inspectors, and supervisors, for supervision now covers all phases of education relating to the improvement of teaching both from the standpoint of teachers and students.

All members of supervisory personnel should work in close collaboration with teachers in working out a curriculum that covers both the individual and social needs of the pupil. It must utilise community resources and prepare pupils to play their rightful role in the productive activity of the community.

Supervisors should establish close contacts with representative groups in the community in order to study the problems of children and youth and to determine the various ways in which local organisations like citizens' committees, *panchayats*, youth clubs, children's aid societies, Bharat Sewak Samaj, Bharat Boy Scouts and Girl Guides Association, etc., can aid in an out-of-school educational programme.

Another function of supervisors is to guide teachers in organising parent-teacher associations and in helping them to solve problems concerning the behaviour and activities of their children.

Teachers would benefit greatly if the supervisor demonstrated better techniques of teaching when he came to visit

the school. In certain countries it is regarded as part of the supervisor's duty to devote some time to actual teaching. For instance, in Denmark an inspector is even required to teach in a school two days a week. In the report of the International Team referred to above, it is said, "it should be his (i.e. inspector's) duty to awaken healthy doubts as to the insufficiency of familiar routines, to provoke the unreflective to thought, to stimulate experiments by discussion and suggestion and to spread progressive ideas by serving as a link between schools". Writing on Rural education, Mr. Broady says that the supervisor should help teachers in developing tests and examinations, in determining aims and objectives of subjects taught, in re-organising and adapting courses of study, in developing the assignment and unit type of teaching.³

Methods of Supervision

A comprehensive programme of supervision cannot be carried out by the traditional method of inspection. It would need the use of varied techniques. In small schools it is possible for the supervisor to guide and help teachers individually by supervising their work, conferring with them, studying the causes of their failure, analysing learning difficulties of pupils, adjusting teacher-pupil differences, etc. But if the school is too big to make this individual approach impracticable, the supervisor can use group-methods for the guidance of all teachers in the school. He can hold conferences, panel discussions, forums, suggest relevant reading materials from books and magazines, arrange field trips, educational excursions and summer camps,

³ Broady, K.O. "Rural Education". *Encyclopaedia of Education*, Ed. Monroe, W.S., New York Macmillan. 1941. P. 978.

give demonstration and model lessons, use films and other visual aids, and the like. What particular method is to be used and how, would depend upon the nature of the problem to be tackled, the situation of the school in question and the resources available for the purpose.

Role of Teachers' Colleges in Supervision

In India Teacher Training institutions have played no part in the improvement of supervision, though they can profitably provide in-service supervision for their graduates. But this is possible only where the schools surrounding a Teachers' College are staffed mostly by its own graduates.

Salamatullah

(Continued from page 240)

3. Cooperation of all local schools and other agencies and groups like the Rotary Club, the Scouts and Guides Association, etc., should be enlisted in procuring reading material, play equipment and musical instruments, so that the Club could run economically.

4. The heads of the schools should announce this Vacation Club in advance and encourage their pupils to join it during their vacation.

5. The premises of the Vacation Club should rotate so that all localities and managements may get a turn to run it.

In such cases the Teachers' College can cooperate with the Directorate of Education in promoting the professional growth of teachers through supervision. Such a plan is particularly commendable for small schools in the rural areas in as much as they often have inexperienced teachers and the supervisory staff cannot devote sufficient time and attention to them. This arrangement would benefit both the Directorate of Education and the Teachers' College, relieving the former of a part of its supervisory obligations and providing the latter with an opportunity for evaluating the outcome of its own training programme applied to some practical situations in a school.

6. Donations from local philanthropists, cooperative societies and banks would help to meet the cost of repairs and replacements and to cover special demands.

7. Pre-planning is absolutely essential. Each day's and each week's programme should be varied and carefully planned in advance.

G. S. Krishnayya

EDUCATION *Today*

In order to improve the educational facilities for the aboriginal and backward communities the Government of Bihar have sanctioned a sum of (a) Rs. 29,947/- for the education of Scheduled Tribes and Harijans, (b) Rs. 1,536/- for the four Primary schools for Santhals in the Monghyr district, (c) Rs. 3,507/- for the infant classes for Santhal Paharia in the district of Santhal Parganas, and (d) Rs. 13,153/- for the payment of arrear claims on account of improvement grant to teachers of aboriginal and Primary schools in the Palamau district.

The Government of the Punjab have awarded stipends worth Rs. 13,679/- to 112 Harijan students, thereby raising the amount sanctioned in the current financial year to Rs. 2,30,513/-. A further sum of Rs. 4,744/- was sanctioned to cover tuition and examination fees for Harijan and other Backward Classes students.

The proposals drawn up by the Andhra Government for inclusion in the Second Five-Year Plan envisage the opening in the State of three new Training

colleges, one exclusively for women, one music college, one Physical education college, six new schools for the deaf, dumb and blind, one school for arts, one boys' town, three orphanages and ten reorganised oriental schools.

The Plan also provides for the improvement of the existing engineering colleges at Anantapur and Kakinada as also the various arts and science colleges in the State.

In addition, the Plan makes provision for the opening of four polytechnics and 20 training schools (ten ordinary and ten Basic).

The Government of Bombay have sanctioned this year, a budget of Rs. 13 lakhs (as against Rs. 8 lakhs during the last two years) for the expansion of Basic education at the Primary stage.

The programme includes the conversion of all the full-fledged craft schools in the State into Basic ones. Besides, Refresher Camps for the benefit of teachers in these schools will be run at an estimated cost of Rs. 25,000/-.

The State Committee appointed for the production of suitable literature for the use of training in Basic schools

has drawn up a detailed conspectus of studies and schemes of activities for pupils in standard I. The scheme is being put on trial and is proposed to be published in the form of a Handbook for Teachers.

During the current year, the Government of Hyderabad propose to convert 200 existing full-fledged Primary schools into craft-centred schools and 240 Primary schools into Junior Basic schools.

A Basic Education Camp was organised at the Basic Training School, Bijalour (Madhya Bharat) for three weeks from June 6, 1955. All Wardha trained teachers, all Assistant Inspectors and Inspectresses, Deputy Inspectors and heads of the Basic Training schools were regular trainees of the Camp.

Classes I to III of the ten Primary schools and classes II and III of another 16 Primary schools in Travancore-Cochin have been converted into Junior Basic grades I to III and Junior Basic grades II and III respectively.

During the year 1955-56, 960 Primary school teachers have been selected to undergo Basic training in the 12 Basic training institutions distributed over the State.

During the period under review, a short course of training in Basic education was held at the four different centres of Tripura State. 200 Primary

school teachers of the State underwent training which lasted for four weeks.

The Lucknow University has just published an official pamphlet—outlining certain changes in curricula for the degree students. For all students in B.A., B.Sc., and B. Com., certain courses of lectures in General Education have to be offered with a view to making them familiar with their physical and social environment and with human values, institutions and ideals. About 30 lectures, spread over two years, will be covered in a series of three—the first on the Cultural Heritage of India, the second on Humanities, and the third on General Science. There will be no examination here but attendance will be compulsory.

The Government of Madhya Pradesh have sanctioned concessions in tuition fees to the children of low-paid government servants and teachers of schools. The children of government/local body servants and teachers whose pay is Rs. 100/- and less are exempt from paying the full tuition fees; while the children of those whose pay is Rs. 200/- and less are exempt from paying half the tuition fees. The approximate number of boys and girls who will benefit by these concessions will be nearly 3,700.

The Government of Madras have directed that, with effect from the school year 1955-56, all poor children studying in forms I to III in Elementary

and Secondary schools be exempted from the payment of school fees. A pupil will be considered poor for the purpose of this exemption if the annual gross income from all sources, of his parents or guardian does not exceed Rs. 1,200/-.

The concession will not apply to any of the special fees levied for specific purposes such as medical inspection, library, games, etc.

The Government of Travancore-Cochin have abolished the levy of tuition fees from students in form III with effect from the re-opening of schools in June 1955.

Inaugurating the Department of African Studies and the University of Africa Society at Delhi University on August 6, 1955, the Prime Minister expressed surprise that such a department was not opened long ago. He believed it was of paramount importance for India and Africa to know each other, not only because they were neighbours but because the peoples of this great continent were still subjected to humiliation and deprived of their freedom. Today, the whole of Africa was in ferment. Africa, it was certain, would not remain static for long, but he hoped that the peaceful change which was taking place in some parts of Africa would also be possible all over the continent.

The Prime Minister also announced that the Ministry of Education would gladly consider the proposals of the Vice-Chancellor to establish fellowships for African students to study at the Department as also the proposal to invite some visiting professor to India for a few months each year.

There are at the moment eight members on the staff of the Department. Of these two have lived in Africa. The Vice-Chancellor said that he hoped that the other members of the staff would also be given an opportunity to visit Africa. One way to secure this would be through occasional exchanges between the staff of Delhi University and staffs of the Gandhi Memorial Academy and kindred institutions.

A French Institute for Higher Studies was opened in Pondicherry last March, following an agreement signed in October 1954 by India and France. The Institute will have three sections: the first, devoted to the study of the French language and civilisation; the second to Indology; and the third will deal with current scientific and technical problems.

In a message read at the opening ceremony, Mr. Nehru expressed the wish that the Institute would strengthen the cultural links between France and India.

The Government of Bihar have sanctioned a total grant of Rs. 2,07,75,164/- for the expansion and improvement of Primary Education in the State. Besides the normal grant of Rs. 26,45,692/- for Primary education, the amount will be spent on (a) the improvement of certain Middle and Primary schools; (b) the replacement of untrained teachers by trained ones; (c) the payment of dearness allowance to teachers of certain Primary and Middle schools; (d) the construction and equipment of buildings for

39 Junior Training schools; (e) the development of selected Primary schools into school-cum-community centres; and (f) the improvement of education in backward areas.

Top priority for the expansion of Primary education has been accorded in the draft proposals drawn up for consideration of the Government of Madras in connection with the second Five-Year Plan.

The targets in this draft aim at bringing 50 per cent more children of the age group six to 14 within the system of Elementary education and at least 30 per cent of the age group 11 to 14 within the system of Basic education.

Details of the scheme envisage Elementary education being imparted during the five years of the next Plan to at least 20 lakh more pupils of the age group six to 14; providing training for teaching personnel, estimated at about 50 to 60 thousand; opening additional schools or additional sections to existing schools; providing facilities to children like mid-day meals, books, etc.

Under the Compulsory Primary Education Scheme, the Government of Madhya Bharat have sanctioned the appointment of 1,198 teachers with a view to opening new schools predominantly in the Development Blocks and Project Areas.

Provision has also been made to open 200 Primary schools for girls during the current year.

The various schemes in the field of Primary education to be implemented in the State of Hyderabad during the current financial year include: (a) introduction of compulsory Primary education in 20 additional villages of each district; (b) establishment of single-teacher Primary schools in 34 villages; (c) conversion of existing 120 single-teacher schools into two-teacher schools, with an average of six or seven schools per district; (d) conversion of 300 voluntary aided schools into single-teacher schools, on an average of 17 per district, in villages having a population of 600 and more; (e) establishment of a Primary school-cum-community centre in each district; and (f) establishment of ten central Primary schools.

The Government of Travancore-Cochin have accorded sanction for the opening of 106 new Middle and Primary schools in the State during the year 1955-56. These include 15 departmental schools and 91 private schools.

The Government of Andhra have ordered that from the academic year 1955-56, Hindi shall be a compulsory subject of study as a third language in forms I to IV and continued in forms V and VI in the succeeding years.

The time allotted for the compulsory study of Hindi will be only two periods a week. The existing syllabus in Hindi for forms I to III (third language) will be followed after deleting the clause which said "the script need not be taught."

Hindi has been introduced in all High schools of *Mysore State* as a compulsory subject of study. This was disclosed by the State Education Minister, Mr. A. G. Ramachandra Rao, while addressing the State Legislative Assembly. A pass in Hindi has been made compulsory for class examinations, although it is not a compulsory subject for public examinations.

The Government of *Travancore-Cochin* have accorded sanction to the appointment of a committee for the preparation of a Hindi-Malayalam dictionary, so as to popularise Hindi in non-Hindi speaking areas. The committee, that consists of five members, will sit for one year.

The Government of *Bihar* have made a provision of Rs. 10,000/- for the publication of Sanskrit texts and manuscripts under the Mithila Institute of Post-Graduate Studies and Research in Sanskrit Learning, Darbhanga.

Besides, the Government have also sanctioned a grant of Rs. 1,800/- to the Hindi Vidyapith, Deoghar.

One hundred new centres of Social education have been started in *Bihar*. This is in addition to the 250 centres opened in 1953-54 that are being continued during the current year at a cost of Rs. 2,40,000/-.

A scheme of integrated library service has been introduced in the villages included in the three compact areas of Dhulia, Dharwar and Rajpipla in the *Bombay State*. The scheme will give

villagers in these areas the benefit not only of books and periodicals in the existing village reading rooms but also of fresh books published from time to time.

Peons, gardeners and sweepers working in the Bhopal Government *Hami-dia Post-Graduate College* have resolved to eradicate illiteracy from their midst.

They have started attending an adult literacy class run by the college for the education of its Class IV employees.

Besides the three R's they will be given general instruction including instruction on the life histories of great Indians. Easily readable matter on sanitation, prevention of disease, citizenship and the Five-Year Plan will be supplied to them after they pick up reading.

The hill men of *Launsar* areas (*Dehra Dun*) contributed the entire quantity of kerosene for hurricane lamps necessary to conduct classes for Adult education at night. The average expenditure is Rs. 13 per month.

The Community Project Administration started 19 classes on September 15, 1954 for imparting training in carpet-weaving, stick and candle making, soap manufacture, and rearing of silkworms. This has created much enthusiasm among the backward people. So far 327 trainees, including women and 42 Harijans, have received education at these centres.

On the initiative of the Lt. Governor of *Himachal Pradesh*, Literacy House, at Allahabad, agreed to start a 75-day literacy campaign in the State with effect from the 1st May, 1955. Accordingly five camps were organised in different parts of the State.

The staff of Literacy House gives training in the technique of teaching adults by organising camps for the teachers deputed by the State Governments. After receiving training at these camps teachers go back to their respective schools and start teaching adults.

The *Mysore State Adult Education Council* has submitted to the Government a plan estimated to cost about Rs. 2,23,00,000/- for Social education and library development in the State during the second Five-Year Plan period.

During the period under report, 92 new Social education centres were opened in the rural areas of the *Saurashtra State*.

During the period under report, three regional polytechnics were started at *Telangana*, *Marathwada* and *Karnataka* in *Hyderabad State*. Each polytechnic will provide for 40 seats in the L.C.E. Diploma course.

In addition, short-term intensified courses of 18 months' duration for training Civil Engineering overseers have been introduced into these polytechnics. Arrangements have also been

made to impart training in certain crafts like carpentry, blacksmithy, turning and fitting.

It is proposed to develop these polytechnics during the second Five-Year Plan by the addition of Diploma courses in Mechanical and Electrical Engineering and in Commerce and Banking.

Four Agricultural High schools have been opened at *Sarangarh* (*Raigarh District*), *Washin* (*Akola District*), *Bohani* (*Hoshangabad District*) and *Pandharkawda* (*Yeotamal District*) in *Madhya Pradesh*. These High schools will be of the vocational type and will prepare students completely to follow the vocation of agriculture after being trained in a school. The candidate will also appear for the Matriculation (Agriculture) Examination and will thus be on a par with other Matriculates from ordinary High schools.

The Government have also accepted the conversion of the Industrial and Technical schools in the State into Vocational High schools. These Vocational High schools will now have a four-year course leading to the Matriculation (Vocational) and will thus be of the same type and duration as ordinary High schools. Besides the training in the trade, the student will study languages, social studies and other liberal subjects. One of the industrial schools has already been converted into a Vocational High school during this year while other schools will be converted from the next year.

With a view to providing facilities of part-time training in technical subjects to workers employed in factories,

the Government of *Madhya Pradesh* have decided to start part-time classes for the engineering and wiremen's courses at the Government Engineering College, Jabalpur. A lump provision of Rs. 10,000 has been made in the current session for the purpose.

THE FOREIGN SCENE

Thanks to electric-meters with braille readings invented by a British firm of instrument makers, blind electricians will be able to take on jobs not previously open to them. The first of the new meters were on display at an electrical engineers' exhibition in London during March 1955.

An Italian Information Service for International Children's Literature was recently established at Florence for the purpose of making known to Italian and foreign publishers the best Italian books written for children; studying children's and adolescent's tests in literature through the medium of research and statistics; establishing direct contact with experts in international children's literature; promoting the establishment of children's libraries; organising courses, meetings and inquiries; preparing bibliographies on children's literature; and organising an examination service of manuscripts.

Each year, the city of Vienna awards a prize to the author of the best book for children published during the year,

suitable for children aged between six and 14 years, and capable of contributing to their moral or aesthetic training. The Ministry of Education for Austria has now decided to offer a similar prize to be awarded for the first time in 1955.

The National Conference on Speedy Middle Schools and the National Conference on Spare-time Education, held recently in Peking, decided to speed up the work of training peasants and workers.

At present there are 87 Speedy Middle schools for peasants and workers with an enrolment of nearly 51,000 students. Besides, there are a number of Spare-time Middle and Primary schools that are, at present, benefiting over 27,30,000 workers and staff members in their spare-time. According to the plan for development, in 1957, the Spare-time Middle schools will have 5,50,000 students; the Spare-time High Primary classes will have 16,20,000 students and the classes for wiping out illiteracy will have 25,80,000 students. Moreover, 33,000 new students are expected to join the Speedy Middle schools during the current year, thereby raising the number of students in these schools to 84,000.

A Latin-American office of coordination for the education of maladjusted children has been opened in Rio de Janeiro. Its task will be to coordinate the efforts and the work for maladjusted children carried out in Latin-America, to publish

an information bulletin and to establish contacts between teachers and specialists of the countries concerned.

The first nursery for spastic children in Great Britain has been opened by the Croydon Group of the National Spastics Society. This voluntary society with some 80 regional groups in England and Wales, is composed chiefly of the parents of spastics. It is engaged in providing special educational facilities for spastic children who, until recently, were all too often regarded as uneducable.

The new nursery, a part of the spastic centre at Bramely Hall, Croydon accommodates at present all children who attend three times a week from 10 a.m. to 3-30 p.m. Here the children play and receive therapeutic treatment (physiotherapy, speech therapy, etc.). One of the mothers is on duty each day to help in supervising the children. Some school children also attend the nursery where they receive special teaching one morning every week as they cannot follow normal teaching. In the evenings the nursery is open to older spastics, and adolescents can attend a course of remedial gymnastics.

Dutch school children have collected about three thousand dollars for gifts to schools in India, the Gold Coast and Libya. The money was obtained by the sale of Unesco Coupons. School-children in Utrecht selected a school for the blind in the Gold Coast; pupils of Secondary schools in Haarlem donated their Gift

Coupons to the Ranikhet High School, in India. Zaandam's students decided to help equip the Men's Teacher Training Centre set up in Tripolitania, Libya.

An International Centre for the Study of Ancient Textiles has been set up in the *Musee International Centre for the Study of Ancient Textiles* in Lyons, France. Its purpose is to promote a better knowledge on ancient textiles and to provide central archives for the coordination of studies in other countries.

The Centre was created following a meeting in Lyons, in September 1954, of delegates from eight European countries and the United States. Membership is open to museums, universities, and other institutions as well as to collectors and those interested in textiles as related to Art, History, Industry, Archaeology and Ethnology.

A broad survey of practically all aspects of scientific and public libraries in Sweden as well as of many educational movements connected with their activities, has been made in a 200-page illustrated volume "Libraries and Archives in Sweden", published recently by the Swedish Institute.

Starting with a historical introduction, the book continues to describe the National Library (generally known as the Royal Library), the University libraries and their historical treasures from many lands and periods. It tells how as regards Swedish literature a Statute of Legal Deposit—issued in 1661 and one of the oldest in Europe—

made it compulsory for printers to send to the Royal Chancery two copies of everything printed. This obligation was extended some years later in favour of the Upsala University Library, and now it is valid for the University Libraries of Lund and Gothenburg as well. In Stockholm the National Library serves as the main library for the faculties.

The annual additions to the three largest University libraries amount to some 30,000 copies each. The National Library's additions include 13,000 volumes of Swedish material and 17,000 of foreign material. The larger universities and research libraries maintain regular exchange relations with about 4,000 learned bodies, libraries and other institutions outside Sweden, and most of their foreign acquisitions are based on exchange.

Besides the National and University libraries the book describes, at great length, a network of general public libraries—city, county, rural and mobile—that are engaged in catering for people in local areas. It also details the working of hospital and prison libraries, seamen's and military libraries and libraries for the blind. And, finally, it deals with library associations in Sweden and their work, inter-library lending and the use of microphotography in this connection, as well as questions pertaining to the training of librarians and the Swedish cataloguing system.

The Swedish, archives, national, regional and others belonging to central administrative boards, are treated in a special section of the book. Mention is also made of the noteworthy achievements of certain Swedish industrial corporations, in the matter of collecting and preserving archives.

A useful appendix, containing a selection of historical and current bibliographies, authorship dictionaries, and a bibliography of periodicals as well as a comprehensive index, add to the value and readability of the work.

* * *

An international Buddhist Encyclopaedia will be published in Colombo, Ceylon, in commemoration of the

Publication of Buddhist Encyclopaedia 2,500th anniversary of Enlightenment of Buddha—the Sam-buddha Jayanthi—which falls in 1956. The work which will appear in three volumes, is sponsored by the World Fellowship of Buddhists.

* * *

The Irish Countrywomen's Association has recently opened a residential college for its members, the first of its kind, as part of its new adventure in "Better Living". Courses already given at the college, appropriately named "An Grianon", include those on Irish folk song and dance, high-class cookery and poetry reading, good health for the countrywomen, economic meals for the family, handicrafts, millinery, household carpentry, drama and rural leadership.

* * *

Moscow University recently celebrated its bicentenary. It is now one of the largest universities in the world with 22,000 students of 59 nationalities, of whom 1,860 are doing post-graduate work.

*

The University of Rochester has established a Centre for the Study of Group Relations, designed to develop better relations among the various racial, religious and social groups of the city. The centre was made possible by a gift of \$40,000 from an anonymous donor. Its purpose is to foster more harmonious relations among the various groups in the community and nation through research, education and community service.

*

Yale University has received a grant of \$100,000 from the Ford Foundation to help support a training programme for young foreign economists, particularly those from under-developed areas of the world.

*

New university courses have been started at some universities in the United Kingdom. Edinburgh University has decided to institute a new department in Heriot-Watt College, preparing for a degree in technological science. In Wales, two new departments, one in Political Theory and Government, and the other in Chemical and Civil Engineering, have been established at the University College, Swansea. In addition, three new chairs in Electrical Engineering, Applied Electricity and Agricultural Chemistry, have been set up at the University Colleges of Cardiff, Bangor, and Aberystwyth respectively.

* * *

An International Seminar on Public Library Development in Asia will take place at the Delhi Public Library, Seminar on Public Library Development Delhi, from October 6-26, this year. Thirty-five librarians and educators from 19 countries are expected to participate in the Seminar.

The Seminar will study the principal public library problems in Asia and will draft plans and proposals for the development of services, particularly in connection with fundamental education. The Delhi Public Library will serve as a "Laboratory" where participants may study the practical application of public library principles and methods discussed in the Seminar meetings.

* * *

Unesco has just published a new edition of "Vacations Abroad" listing eight hundred study tours, summer schools and work camps in 64 countries. This selection of educational travel opportunities is specially planned for people eager to combine holidays with a study of foreign lands, languages and peoples. "Vacations Abroad" includes details of dates, places, subjects of study and costs for such travel. This handbook is now in its seventh year. The new edition includes, for the first time, a section on Special Travel Rates to help students and young people to journey abroad as cheaply as possible.



Performance Tests of Intelligence under Indian Conditions, by C. M. Bhatia (with a foreward by Godfrey H. Thompson), Geoffrey Cumberlege Oxford University Press: 1955: pp. 131. Price: Rs. 10/-.

PERFORMANCE Tests of Intelligence" by C. M. Bhatia describes a battery of performance tests (or more accurately Non-Verbal Tests) prepared by the author under Indian conditions, the tests included being Kohs' Block Design, Alexander's Passalong, Pattern Drawing (devised by the author), Immediate Memory (author's, with an alternative form suitable for illiterates) and Picture Completion (author's). The battery is meant for use on schooling as well as illiterate boys between the ages of 11 to 16 and is intended to evaluate general intelligence as well as intelligence of a practical nature as contrasted with intelligence measured by Verbal Tests. Separate norms have been given for (a) literates (with non-weighted raw scores) (b) illiterates (with non-weighted scores) and (c) literates (with weighted scores) to give the best prediction for the general factor found in the centroid analysis of the data.

The norms are based on two groups, one literate consisting of 642 boys, aged 11 to 16, and the other illiterate of 512 boys of the same age-range. The maximum possible score for the whole battery is 95 and the total time taken in the administration of the battery to an individual rather less than an hour.

Performance tests have gone out of fashion recently due to the heavy time expenditure involved in their administration. Researches have also more or less conclusively established that such tests hardly measure anything which cannot be equally effectively measured by group-tests of the paper-and-pencil type. Performance tests have, of course, their clinical use and are particularly useful in situations where the testee cannot be approached through a verbal medium; but their value in these respects is often overestimated. However, the tests described by Bhatia deserve attention for two reasons. In the first place, to the best knowledge of the reviewer, this is the first battery of performance tests standardised under Indian conditions. Secondly, the book describes the details of standardisation very lucidly and as such will amply reward perusal by students receiving training in the theory and practice of test construction.

But before the battery can be recommended for general use, one must ask for data bearing on its reliability and validity. According to the author, the reliability as measured by the split-half method is of the order of .85. The co-efficient is no doubt as high as can be expected in respect of a battery of this kind, but is certainly lower than the figure suggested by Kelley and others for individual tests, namely, .94. Also, the application of the split-half technique is not free from objection. This method should be used only when there is a reasonable certainty that the basic assumptions on which the method is based are satisfied by the data. Bhatia gives no evidence to show that these assumptions were even approximately satisfied by his data. The only proper method, in the circumstances, as is recognised by the author himself, would have been to repeat the battery on the same sample after a suitable interval and co-relate the test and re-test scores. Until this is done, the reliability of the battery must remain an open question.

The data concerning the validity of the battery also are of a suggestive nature only, for neither the teacher's opinions against which the battery was validated in respect of the literate sample nor the opinions of the villagers against which the tests were validated in respect of the illiterate group can by any means be considered to be an acceptable "criteria". Only carefully conducted research or alternatively the accumulated experience of research workers with the battery over a number of years can show how valid the battery is!

The book also describes the results of a centroid analysis of the data of the study. Two factors are indentified,

one general and the other a memory factor. Indications of a third space factor are also reported, but considering that the second factor residuals were statistically insignificant, no confidence can be placed in its indentification. It is hardly necessary to point out that the description of the six tests as given by the author can be taken only as a tentative account of their factorial structure. A battery which employs only six tests of which only one is of one type and the others of another—roughly speaking—is hardly suited for a factorial examination of the tests. The author also reports significant differences between the literate and the illiterate groups and gives some information of sociological, educational and clinical interest concerning the two samples. The results are, generally speaking, in conformity with the findings reported by other workers in similar studies.

Veda Prakasha

Education and Social Change in Tropical Areas by Margaret Read, published by Thomas Nelson and Sons Ltd., London; 1955: pp. 130 price: 8s. 6d.

THE book contains results of many years' thought which the author has devoted to education in relation to the culture of the under-developed countries, particularly those within the Commonwealth of Nations. In a small phrase, the nine papers collected in this book bear on the application of anthropology to education.

There are two ways in which the anthropological point of view has benefitted education. Educationists have noted with consternation that

wherever modern education and the modern school system has gone, it has affected adversely the social stability and wholesome personality development of individuals composing the society. Anthropology should help us in avoiding this kind of disharmony. This question occurs again and again in the papers contained in this volume.

Secondly, anthropology has broadened the concept of education to include community development through the educational process. Miss Read, therefore, refers many times to the role which the education of adults plays in leading a primitive society to modern society. In fact, she has devoted a whole paper to "Adult Education in the Colonies".

In this connection, Miss Read has raised a very interesting question which, in some way, is central to the role of Adult education in the general educational development of a community, viz., how are the few who are reached by the Adult Education Movement going to reach out in their turn to help the peasants to meet the shocks of social change in the modern technological age.

One of the more important papers in this connection is that of "Educational Problems in Non-autonomous Territories". This deals with the specific problems which arise when underdeveloped countries race to catch up with modern technological society. The issues arising out of this have been analysed by the author with skill.

In another interesting paper on "Cultural Contacts in Education", the author discusses the stages of cultural assimilation of the superior culture by the people of the primitive culture.

The problems dealt with in this book are not merely the problems of countries at the colonial stage of development. They are problems which are faced today by all countries that have lagged behind in the race for civilisation. In all countries and more so in these countries, education has to be related to the cultural pattern of a society, namely, to the people's customs and manners, to their kinship and family patterns and to the values and attitudes which they cherish.

The papers in this book are more in the nature of exploratory attempts than definite and precise solutions. This is, in fact, both the strength and the weakness of this book.

The book will be useful to all those who have a responsibility for framing an educational policy and, particularly, to those who are responsible for the development of education in the Community Development Areas and in the National Extension Service Areas in India.

Sohan Singh

The Future of English in India by Prof. A. R. Wadia; Asia Publishing House; Price Rs. 7/14/-.

THE greatest achievement of the British in India, according to Prof. Wadia, was the introduction of their language in this country. It is a heritage, which he feels should not be thrown away in a fit of pseudo-patriotism, for by doing so we may lose a great inspiring force in every department of life.

In examining the future of English in India, Prof. Wadia has examined the position of its possible rivals i.e. Hindi and the regional languages. On

the question of the medium of instruction he has summarised his ideas in the Preface to this book:

"(i) At the Primary stage the medium of instruction must be the regional language, which would also be the mother-tongue of the vast majority in the region concerned. Hindi may also be begun in the last two years of the Primary stage.

"(ii) At the Secondary stage the regional language will be the medium of instruction. The study of Hindi will have to be continued, but the study of English must also begin, compulsorily for those who aspire to University education.

"(iii) At the University stage it is very desirable to maintain a common medium of instruction. It will have to be English for a few years to come, but when it has to be displaced it should find in Hindi a natural successor. Regional languages at the University stage will destroy the greatest unifying mission of the English language. Even when English ceases to be the medium of instruction, its knowledge should be such as to enable a student to read English books with ease. It will be a distinct advantage to the leadership of the Indians in the international sphere if in future they can write and speak effectively in English almost as well as they do at present."

The book presents more or less a dispassionate discussion of this controversial question besides giving a lot of side information. For instance, it is interesting to find that the British rulers of India were also faced with a similar question at the beginning of their rule. Was it to be the old traditional lore through Sanskrit, Arabic

or Persian, or the new scientific knowledge from the West through English? The answer came from Raja Ram-mohan Roy when, in 1823, he wrote to Lord Amherst asking for a "more liberal and enlightened system of instruction, embracing mathematics, natural philosophy, chemistry and anatomy, with other useful sciences. . ." This cleared the way for the introduction of English into India.

One of the happy features of the book is that it endeavours to correct the one-sided view that is held by some Indian educationists, of Macaulay's role while laying the foundation of English education in this country. Macaulay never envisaged educating the whole body of our people through the medium of the English language. What he aimed at was to form a class of persons, who would, on the one hand, be interpreters between the rulers and the ruled and, on the other, to enrich our dialects with terms of science borrowed from Western nomenclature, and render them by degrees fit vehicles for conveying knowledge to the great mass of the people.

Prof. Wadia has pointed to Macaulay's cock-sureness in his opinions. Something of that over-confidence is reflected in Prof. Wadia's own. For instance he says: "What Latin and Greek have been in European Universities for centuries, English will have to be in our Indian Universities." Or again, "The language problem in India is really simple at bottom but it has been needlessly complicated by sentimentalism and pseudo-patriotism." It is difficult to find any adequate defence for either of these statements.

The chapter, *English Literature and Indian Life*, is more interesting than valuable because there does not emerge any pattern of what has been

termed "Indo-Anglian" literature, whether in prose or verse. Nor it is clear from this chapter what possible lines of development to expect in this field.

The book is written in a straightforward and readable style and whether we agree with Prof. Wadia's views or not, it makes a valuable contribution to the consideration of a vexed question over which tempers have not cooled down yet. Nor can one fail to breathe the air of nostalgic love that Prof. Wadia feels for the English language, not only for what it has meant to the whole Indian sub-continent in the past but also for what it has obviously meant to himself personally. In that mood one might, within limits, share the hope that he entertains for its future in our country.

M. P. Jain

Training in Home Management by Margaret Weddell. Routledge and Kegan Paul Ltd., London, 1955. pp. 198. Price: 12s. 6d.

"HOME Management" in the English system of education receives provocative and over-all treatment by Margaret Weddell and her co-authors Enid McIntosh, Esther Neville-Smith and Peggy Alexander in a book that is bound to be popular.

The subject was first introduced into English Schools in the mid-Victorian period under the somewhat mundane title of "Domestic Science". The new subject was accepted with awe. Parents frowned on it because it relegated their children to the status of "domestics" and deprived them of an education equal to that bestowed upon men.

But worthier objectives guided the actions of the pioneers, responsible for introducing a practical approach in the school curriculum. Through homes that reflected all that was best in the culture and history of the people, the educationists hoped to combat the uncongenial attitudes prevailing among the citizens of the day.

Since then, "Home Management" has come to occupy a definite place in the school curriculum. Though at first, unimaginatively taught, the concept and treatment of the subject have widened immeasurably and at the post-school stage it has become more specialised.

Unfortunately, the adaptation of home science to a progressively integrated form is confined to a limited sphere in the educational world. Not is the subject's capacity for integration into the work of various social service organisations commonly understood. These two themes receive comprehensive treatment. The suggestions, made there, could be profitably followed in the undeveloped areas of the world.

In tracing the history of English education, the book gives an interesting insight into the underlying principles that guided the policy of English educationists and legislators of the time. True to the traditions of a democracy they avoided any form of regimentation. For instance, intemperance was one of the biggest issues legislators faced in the latter part of the 19th century. "Whisky Money" allocated by the Local Taxation (Customs and Excise) Act of 1890 was never used to compensate owners for public houses which it was at that time intended to close. It was instead given

to County Councils either for promoting Technical education or for reducing rates. Some of it was used to provide evening classes in cooking.

This valuable treatise should prove an indispensable supplementary reader to Teacher Training Institutes. Housewives, in particular, should find the book enlightening and entertaining.

For this and for the valuable practical suggestions it makes on a welfare state, the book should be equally welcomed by members of parliament, legislative assemblies, municipalities and local boards, as it is a unique document in the field of Social Welfare.

Roshan Marker.

'Samaj'—Sociological Hindi Quarterly; Samaj Vigyan Parishad Kashi Vidyapith, Banaras; Price: Rs. 2/-.

TECHNICAL literature in Hindi is growing fast, but it is still by no means adequate and there are many subjects in which there is practically no literature in Hindi. Every serious venture in this field is, therefore, welcome. The new quarterly brought out in April, this year, by the Samaj Vigyan Parishad of Banaras helps to fill one of the many gaps in Hindi periodical literature on technical subjects. Sociology is a subject in which we have a long tradition of scientific study. But in recent times, it has suffered partial eclipse owing to other demands of more immediate urgency. And scholars who have been working in this field have for the most part been occupied in the study of Western theories and methods, and the work of old Indian scholars, who in their time led the world in this field as in many others, has consequently suffered neglect. The result has been that studies

in this field tend to exist in a kind of vacuum unrelated to the reality of Indian social patterns.

This state of affairs is, to a large extent, reflected in this new periodical where most of the articles are cast in the Western mould, though all of them are competently written by scholars of established repute and recognised merit. The one refreshing exception is a field study of a village in Hyderabad which is particularly important as an example of the kind of investigation on which all genuine sociological studies in our country must be based.

It is interesting to find that this shortcoming in our sociological studies has been noticed and clearly pointed out by Prof. D. P. Mukerjee in his Presidential address to the first Sociological Conference held at Dehra Dun which has been reproduced in the issue. The warning given by him should be heeded, and our future studies in the field should not be a break, but a carrying forward of our own tradition, strengthening and vitalising it albeit by bringing it into contact with the latest Western methods and techniques.

The Editorial Board of this periodical, headed by Acharya Narendra Deva, inspires confidence, and it is to be hoped that this venture which has got off to a good start will continue to maintain the high standards which it has set itself.

Yaduvanshi

Teaching English, Volume I, No. 4, January 1955.

THIS small Quarterly already has an established place among the educational periodicals of the country. It is

always relevant—its articles are of practical value in addition to being readable. In this issue, I would particularly draw the attention of the reader to 'Educational Aims in Language Teaching' by F. L. Billows and 'Poetry in School', a first instalment, by Norman E. Williams. The first is the sort of article in educational philosophy, that, though it deals with seeming generalities, is in fact of immediate value to our teachers of language—indeed of any language, for it does not restrict itself to the use and the value of English. The second article is the kind of thing we have looked for, for some time. In an age in which poetry is increasingly regarded as a luxury, this very rational approach to its teaching should reassure the teacher of poetry on the contribution that he has made, and is making towards child imagination and child personality. 'Question Box' on page 103 is, I think, an excellent idea and one that is likely to grow in value and volume as the circulation of this excellent Quarterly increases.

Muriel Wasi

"African Women" June, 1955, Vol. I, No. 2. The Department of Education in Tropical Areas University of London, Institute of Education.

"AFRICAN Women" issued twice a year in June and December by the Department of Education in Tropical Areas, University of London Institute of Education, contains valuable and timely material on the subject of African women, and the African continent.

"Africa in Ferment" is known to the world, but this pamphlet reveals the lesser known, constructive and pro-

gressive forces that bring to Africa the guidance it needs in its struggle for freedom and independence.

While the articles throw light on the customs, problems and important movements in the social and educational field today, "News in Brief" gives varied information on the progress African women have made. "Publications" reports briefly on books and articles and a small column is devoted to an index to articles appearing in various journals on women in Africa.

The pamphlets contain material for the layman interested in Africa and could, with advantage, be placed among journals at the Department of African Studies and elsewhere.

R. M.

Community Development Bulletin—
Vol. VI (No. 3) June 1955, Price: 1 Shilling.

THIS journal is the continuation of the old Mass Education Bulletin. It acts as a clearing house for community development news and information from various parts of the world and, particularly, the Commonwealth of Nations. Some of the notable articles in the present number are: The Malnourished Community; Care of Mothers and Children as a first step towards Improved Feeding by B. S. Platt; and Reports from Gold Coast, India, Mauritius, Nyasaland and Jamaica.

The bulletin constitutes useful reading material for Social Education Organisers and Village Level Workers, who may have access to it.

S.S.

The Builders and the Books, published in 1955 by Unesco, 19, Avenue Kleber, Paris-16e. Price: 3s. 6d.

THIS 52-page booklet gives a summary account of United Nations' technical assistance to the countries of the Middle East since 1951, with particular emphasis on the work carried on by Unesco. This organisation functions in the field of education, science and culture. But whether it is industrial development or agricultural progress, public health or social reform, any national plan aimed at increasing material resources and making the most of human resources, must sooner or later face the problem of education.

This book tells how Unesco is helping the countries of the Middle East to build institutions for training administrators, judges, and technicians at all levels. Unesco experts are helping these Governments to open schools at Primary, Secondary and higher levels to tackle the problem of instruction and training. London, Paris and Boston are fast giving way to Damascus, Baghdad and Tehran as the new capitals of science. 'Limited experiments' started in small way only two or three years ago have startled people with the amazing rapidity with which they have taken hold and generated large-scale undertakings. The Fundamental Education Centre opened at Baghdad in 1952 has touched off a chain reaction, the results of which are a source of wonder even to the men responsible for the venture. An international centre of Fundamental education in Egypt at Sirs-el-layyan in the Menouf district (40 miles north of Cairo) serves the needs of the Arab World. 'Towards the Light' is a chapter recounting

Unesco efforts to help the homeless Arab refugees of Palestine to find a new life.

K. T.

"Education News" Volume 5, No. 1, February 1955. Published bi-monthly by the Commonwealth Office of Education, Australia.

THIS issue deals wholly with the training of school teachers in Australia and it contains a select bibliography on the subject.

Of particular interest to Education departments, Teacher Training institutes, educationists and teachers, will be the sections relating to: emergency training schemes of Primary school teachers; the training of technical teachers who are drawn from the industrial ranks and whose problem is a young and controversial one which could perhaps be of value in the recruitment and training of technical teachers in India; and the way Australia, in its widely divergent States, tackles the problem of in-service training of teachers, an urgent but neglected aspect of our educational set-up. Some of these ideas could as easily be implemented in some Indian States, almost immediately, specially after the momentum given by the Union Government's Headmasters Conference.

Similar news coverage would be welcomed by the educational world in India. While perhaps an All-India coverage by any one journal, might be too ambitious a scheme, much ground could be gained, to begin with, if each journal could bring out occasionally (once a year), a similar brochure of pure news items of educational developments and activities in their respective states.

R. M.

Journals and other Publications Received.

Christian Education—Hyderabad, Deccan. Vol. XXXII, No. II, June, 1955. Annual subscription: Rs. 2/-.

Education and Psychology (Shiksha Aur Manovigyan)—Delhi-6. Vol. II, No. 1, Jan-March, 1955. A quarterly Journal. Annual subscription: Rs. 6/-.

Educational Evaluation—New Caledonia; South Pacific Commission Technical paper No. 73 by J. C. Nield. December, 1954. Price: 2/- sterling.

Educational India—Masulipatam. Vol. XXI, Nos. 11-12 May and June, 1955; Vol. XXII, No. 1, July 1955. Annual subscription: Rs. 4/8/-.

Expeditions to the Himalayas for selection of a site for High Altitude research station—Issued by Govt. of India Central Water and Power Commission, New Delhi.

Indian Librarian—Jullundur. Vol. 9, No. 4, March, 1955. A quarterly Journal. Annual subscription: Rs. 8/8/-.

Indian Journal of Adult Education—Delhi. Vol. XVI, No. 2, June, 1955. A quarterly Journal; Annual subscription: Rs. 5/-.

Jan Jivan (Hindi monthly)—Udaipur (Rajasthan). Vol. 7, Nos. 2 to 5, Feb.-May, 1955. Annual subscription: Rs. 5/-.

Journal of the Mysore State Education Federation—Bangalore-2. Vol. VIII, Nos. 4-5, Dec. 1954 and March 1955. A quarterly Journal. Annual subscription: Rs. 3/-.

Literacy Teaching for Adults—New Caledonia; South Pacific Commission Technical Paper No. 72 by Karel Neijls. November, 1954. Price: 5/- sterling.

Nai Shiksha (Hindi monthly)—Jaipur. Volume V, May-June, 1955. Annual subscription: Rs. 4/8/-.

Sahitya Akadami—New Delhi. Annual Report 1954-55. Published by the National Academy of Letters.

Sahyog. (Hindi monthly)—Simla. Vol. 3, Nos. 8-10, May to July. Annual subscription: Rs. 7/8/-.

Sangraha Andhra Vijnana Koshamu—Hyderabad-7. The Concise Telugu Encyclopaedia.

Social Education News Bulletin—Delhi. Vol. VI, Nos. 6 and 8, June and August 1955. Annual subscription: Rs. 3/-.

Sunshine—Poona-5. Vol. 1, No. 9, July, 1955. A Children's Monthly. Annual subscription: Rs. 5/8/-.

The Bihar Educationist—Patna-6. Vol. 3, No. 1, March, 1955. A quarterly Journal. Annual subscription: Rs. 5/-.

"The Educator"—University Training College, Nagpur. Vol. 9, No. 2, April, 1955. A quarterly journal. Annual subscription: Rs. 4/8/-.

A Miscellany of the Secondary Training College, Bombay—No. 2, March, 1955.

The Mysore Economic Review—Bangalore-2. Vol. 41, Nos. 5 to 7, May to July 1955. Annual subscription: Rs. 6/8/-.

The School World—Belgaum. Vol. XX, Nos. 4-5, April-May 1955. A bi-monthly journal. Annual subscription: Rs. 3/-.

The Social Sciences—Unesco and its programme XII; Paris-16c; 1955. Price: \$ 0.25; 1/6; 75 fr.

The Teg—Vol. III, No. II, April 1955.

Vidyarthi—Ahmedabad-7. Vol. 1, No. II, May, 1955. Annual subscription: Rs. 5/-; Rs. 2/- (for students).

SECONDARY EDUCATION SECTION

THE TEXTBOOK PROBLEM

(We publish below extracts from a talk given by Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education, at the seminar on textbook production held at Srinagar in April/May, 1955. A short account of the seminar appears elsewhere in this issue).

I am glad we have been able to get together a group of educationists, writers, publishers and members of Textbook Committees to carry out a co-operative study of the many difficult and important problems in this field. On this occasion I should like to share with you the feeling of serious concern that the Government of India and the Ministry of Education have experienced for many years in regard to the textbook situation in India. More than twelve years ago, they had appointed a Committee to examine this problem, but the many useful recommendations it made could not so far be effectively implemented. Recently, the problem was studied by the Secondary Education Commission with particular reference to secondary schools and the Commission drew pointed attention to the many defects and evils in the existing situation, suggesting certain lines of action to improve it. We found that it was not enough to formulate policies and offer advice however good it might be; it was necessary that some one should take the initiative, grasp this nettle firmly and demonstrate what actually could be done to improve the existing textbooks. The Bureau of

Textbook Research, established by the Central Government, is our response to this challenge. During the last one year that it has been working it has already found its feet and is trying, within its modest resources, to make itself felt in the field. The present workshop, a natural development of its activities, will provide the staff of the Bureau with an opportunity to have a mutually beneficial exchange of ideas and views with workers in the field and afford the latter a chance to test their practices and achievements in the light of the work and the studies initiated at the Bureau. In all academic work, which has a social bearing and significance, there is always a danger of theory and practice being divorced from each other, of research workers being cut off from contact with field experience which gives concreteness and reality to their thinking, and of field workers being unable to test their experience at the touchstone of incisive and critical thought. The significance of a workshop like this lies in the fact that it builds a bridge between these two banks of an integral activity.

Let me confess to you frankly, that in this field of Textbooks, the position is very unsatisfactory and gives us no cause whatever for complacency. A few years back, I happened to be in Paris in connection with a UNESCO Conference and utilised the opportunity to visit an International Book Exhibition that had been organised there at the time. It displayed children's books—textbooks as well as others—which represented a large majority of countries

of the world. I was deeply concerned to observe that, with only a few exceptions, our textbooks appeared to be inferior to those of other countries—particularly so in the matter of printing, production and illustrations. Some of the countries, which in point of size, population and resources were so small that they could be easily accommodated in any of our minor States had sent books whose standard of production aroused my admiration and envy. And I thought to myself: Surely, there is no reason why we should not be able to provide a better deal for our children and give them books which will stimulate their interest and also give them some aesthetic pleasure! This workshop provides an opportunity for all of us to make a perceptible dent on the existing situation or at least to formulate lines of attack which we may follow when we go back to our respective spheres of work.

Many of you are undoubtedly aware, that there is at present a significant trend in the Indian educational scene which seeks to emphasise activity in schools and to break down the crippling stranglehold of an exaggerated academic tradition. In the past, the book had assumed a position of undue importance. It was unquestioningly assumed that the only way to acquire knowledge was through books. Knowledge was something given, something ready-made, which the writer put down in a book as systematically as he could—and all that the teacher had to do was to ensure that the child assimilated the information given in it. This approach is now being modified as a result of the "activity movement",—which is international in its sweep—of Basic Education in India and of the new trends in

Secondary Education. All these movements seek to make the acquisition of knowledge an active and dynamic process and to link it up with productive work and crafts. They are also based on the assumption that culture is achieved not only through the study of books but also through other types of creative and productive experience.

Does that belittle the value of books? I do not think so, though I am aware that in some circles there is a tendency to do so. It seems to me that, if anything, it *underlines* the importance of producing better books, more intelligently related to the new educational objectives and more responsive to the needs and interests of children. If books are meant only to be memorised more or less mechanically so that a certain amount of information may be temporarily stored in the memory, even a book of indifferent quality may be tolerated provided there are no glaring inaccuracies in it. On the other hand, if books are to play their part in a developing system of Basic schools—Multi-purpose Secondary schools—where they have to be correlated with activity programmes and to carry further the experiences gained by children in the home and the neighbourhood, in the farm and the workshop—their planning becomes a much more exacting and responsible task. That is why, at this juncture of our educational development, when we are engaged in the reconstruction of education at all stages, we must clarify our ideas about the advice which we should give to authors about the compilation of books, to publishers about their printing and production and to Textbook Committees and Education Departments about the principles and criteria for judging their worth and suitability. When I refer to "our"

giving such advice, I am using that pronoun to indicate a representative group like this which can, or should, look at the problem from all angles and make proposals which are progressive without being impractical.

If you have addressed yourselves to this task—as I am sure you must have—you will realize that this cannot be done unless all the interests concerned come together in a spirit of cooperation and coordinate not only their procedure of work but also their objectives. At present there is far too much of what I may call "long-range shooting". The writers complain—with considerable justification—that they bear the *maximum* brunt of the real work and are "compensated" for it by being given the *minimum* share of the financial returns. The publishers complain that the Textbook Committees are sometimes so erratic—I am deliberately using a mild word!—that they cannot be sure of really good books being selected on merit. Public criticism often takes the form that many of the publishers invest the major part of their outlay not in paying the best authors to write really first-rate books and in getting them well printed and properly illustrated but in ensuring, in various ingenious and disingenuous ways, that they are actually prescribed by the Textbook Committees! The Committees often complain that the average quality of books submitted for consideration is so poor that there are hardly any outstanding books that could, so to speak, "select themselves" out of the lot. Some State Governments are trying to get out of this situation by undertaking to produce textbooks themselves while the publishers allege that this is more a money making device than an effective measure to improve the quality of books... Surely

this is a very unenviable situation and the party that suffers most in this tangle is the poor child who has to pay for books which are neither intellectually satisfying nor visually satisfactory. And perhaps the next person who is hit hardest is the "hack writer" who makes little out of the whole venture and is, therefore, apt to put little into it.

May I put it to you again that this is not a healthy situation? We must get out of this vicious circle by every one concerned doing his job with greater integrity, intelligence and imagination. What is this job? The job of the Education Departments is to offer a good deal of the technical know-how required in this task, which is really a highly specialized and skilled task and not something which any modestly literate person can perform in his odd moments of leisure! I hope that our Central and State Bureaux of Textbook Research will, in due course, provide the necessary professional leadership for this purpose. This will, amongst many other things, require the setting up of Libraries of school books, reference materials, illustrations, blocks etc.—both Indian and foreign—which writers and publishers may be able to consult with profit.

So far as the publishers are concerned, they have a dual responsibility or, shall I say, loyalty, which they must learn to reconcile, however difficult and delicate that may be. They have undoubtedly a loyalty to their business which means that they must have a reasonable return on their investment. But they have, at least, an equally important loyalty to the nature of the work that they are doing which demands that they turn out the best books, that they possibly can and thus serve the interests of children who are

their consumers. As I see there is no basic, inevitable clash between these two purposes—it arises when an attempt is made to amass easy money quickly and to concentrate *not* on the quality of the publications but on the tricks of dubious salesmanship! There are undoubtedly some publishers whose entire approach in this matter is ill-advised both educationally and professionally. They sometimes employ ill-qualified hack writers, without the experience or mental calibre to write books, and pay them a miserable pittance for a miserable performance. Then they invest money on securing the name of some influential or well known person as the author, while economising on the actual production of the book—its paper, printing, binding and illustrations. They do not, however mind spending a good deal of money on trying to get this book of indifferent quality approved for use in schools! This is, obviously not only an immoral but also a short-sighted policy and I have the feeling that many of the publishers concerned do themselves realize it. But their plea is that, if they did not adopt such tactics, they would not be able to get their books on the sanctioned list and thus would lose all their investment! I wish it were possible for me to dismiss this as unworthy suspicion but, unfortunately, that is not so. As the Secondary Education Commission has emphatically pointed out, in some cases the Textbook Committees have not been functioning with a full measure of responsibility and integrity and, in some cases, the whole thing had become a disgraceful racket. Now, however, steps are being taken by the Education Departments to follow the advice given by the Commission and they are trying, in various ways, to ensure that the selection of books is above board.

If the conviction is created that a book of real merit will be selected, however obscure the writer or the publisher and a book of poor quality will be joyously rejected, however influential the author or the publisher, the standard of school books is bound to improve markedly. The only thing that good publishers need to remember is that they should try to build their business slowly and on firm foundations as any other good business is built up and not as if they were speculating on the stock exchange! The bigger publishers should also have their duly qualified technical staff to advise them about the content and quality of manuscripts submitted as well as the proper lay-out, printing and illustration of books. I would like to lay special emphasis on the importance of improving the quality of illustrations which, as a rule, is depressing beyond words—so much so that I have sometimes wondered how any alleged artist could have made them or any respectable publisher could have had the hardihood to publish them or any Selection Committee with any semblance of artistic conscience, could have approved them. They are not only an outrage on the children's aesthetic sense but also reflect serious discredit on national standards in this field and we must henceforth refuse to tolerate such performances.

Finally, there is the author. I have already pointed out the need for the careful selection of authors and for adequate remuneration being paid to them. The author should equip himself adequately for his job by a careful study of good books produced in India and abroad, by actual contact with children and watching their response to various kinds of books and by making full use of all reference materials

that may be available on his particular subject. The writing of a good book for children really demands, if I may say so, a formidable array of qualities—some knowledge of child psychology as well as an interest in children; accurate knowledge of the subject matter; use of simple but effective and appealing language; a clear and vivid presentation of ideas and enough acquaintance with modern educational trends and principles to make the book a vital factor in the learning process. Of course, it is difficult to find many such paragons of all the virtues but it is good to know that this is the kind of equipment of which a writer for children should have so that those who aspire to work in this field may have some idea of the direction in which they have to move. I repeat that there has to be a much closer liaison amongst the writers, teachers, artists, publishers and Educational Departments than is the case at present so that a book may be a well planned work of art and not odds and ends of effort awkwardly put together. A good deal of work has been done on these lines in some educationally progressive countries and we should certainly profit from their experiences and technical improvements to organise textbook production more intelligently.

There are at least two kinds of good school books that we should look for and encourage. One is the orthodox textbook as such, with the definite object of teaching children a certain prescribed syllabus and this can be best written—in so far as it is found necessary—by persons who have a knowledge of educational methods and prin-

ciples and can present their subject matter psychologically and suggest creative exercises, projects and activities which will appeal to children and assist them in assimilating knowledge intelligently. The material published, for instance, by Harold Rugg in the United States bearing on social studies falls under this category. But there is also another kind of book that we should learn to use more and more in our schools—a living and creative book written by a gifted writer, which is not cramped by the requirements of the syllabus but provides a rich fare of intellectual stimulation and enjoyment. It may be a play or story by Tagore; it may be a book like "How Man became a Giant" dealing with pre-history; it may be something like the Basic Science series which presents Science not as a school subject but as an adventurous part of everyday life; it may be Nehru's "Letters from a father to his daughter." I make a plea for such books for two reasons—they help to bridge the gap between life and the academically pigeon-holed knowledge in school and they enable the student to pass on from the study of textbooks to books of general significance which every educated person should learn to read with interest. Schools have often failed to facilitate this transition and one of the ways in which they can do so is to introduce the students to such books when they are still at school. I have no doubt that, if the demand increases and gifted writers and teachers are brought into contact with one another, such books will be forthcoming in due course.

K. G. Saiyidain.

WHAT IS A WORKSHOP ?

(Adapted from an article in "Progressive Education" by Dr. Leander L. Boykin, Director of the Division of Education at Southern University, Baton Rouge, Louisiana, U.S.A. The "workshop technique" is being increasingly utilised in India and it is useful for our teachers to be clear about its objectives and procedures).

Since its inception in 1936 the workshop has become exceedingly popular and widespread in use. But unfortunately, like "progressive education" "pupil activity" and many other terms and innovations in American education, the term "workshop" is perhaps greatly misunderstood, overworked, and widely misused. In fact there is a growing tendency to use the term "workshop" to refer to all sorts of meetings and gatherings. It is essential that the true nature, purposes, organisation and characteristics of the workshop be understood to avoid confusion.

Most attempts to define the workshop are in terms of description of method, process or procedure rather than in terms of what a workshop actually is. The *Dictionary of Education**, however, does make such an attempt and defines a workshop as follows:

"An arrangement under which special facilities, including particularly a wealth of source material and specialised personnel for group and individual conferences, are provided by an educational institution for individualised or small group study of educational problems that are of special interest to advanced students of education or to teachers in service; frequently provided in such areas as curriculum,

administration, guidance, higher education, and secondary education".

It appears, therefore, that the term "workshop" is the name given to a new and bold experiment in education, an experiment which places the responsibility for learning upon the student. It is a place to which teachers and administrators can bring their technical problems and work but a solution under expert guidance while enjoying the advantages of superior library facilities and the counsel of fellow educators with like problems. It is a device that will permit the development of the individual in intellect and personality; a protest against the weakness of the course as an educational technique which emphasises content rather than personal development, non-functional content rather than functional content; compartmentalised experiences rather than integrated experiences. It is a setting wherein a teacher can consider a problem in its entirety, not in unrelated partitions. It is a functional experience for teachers. It is growth in professional competency at its best.

Workshops are markedly different from most in-service education programmes available to teachers. The difference consists first in the basic

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philosophy and purposes of the workshop. Workshops are not intended for those who are just getting an orientation into teaching. The workshop idea presupposes the selection of the participants who have already had considerable experience, who come in contact with educational problems, and who possess the ability to attack and work independently towards the solution of these problems under expert guidance and leadership.

While both workshop experiences and graduate courses may be the means of providing in-service education, they do not have the same specific objectives. Workshops are designed to aid the application of knowledge rather than the acquisition of knowledge. Workshops were invented to meet problems in education which the usual in-service programme either could not or would not meet. It is a means of transforming subject matter specialists into educators of wider concern and competence.

Second, the workshop is designed primarily to provide opportunity for productive work. It usually adds to the work conference the actual preparation of materials, involves research, and extends over a much larger period of time. The workshop is founded upon the idea that one learns by doing.

Third, in organisation, the workshop differs from other methods of in-service education. A plan of operation is usually developed after the participants arrive. It is a flexible plan and may be changed many times during the course of the workshop. Freedom from organisational details, flexible schedules, provision for small working groups, individual conferences, and informal contacts, the breaking down of subject barriers, encouragement of co-

operative work, establishing planning, social, library and other such committees, are important features of a workshop.

An all-pervading aspect of the workshop is evaluation. Each member is encouraged to evaluate the group's progress and his own. Social interchange is stressed. A social committee is organised which plans and conducts a wide variety of social activities.

Finally, the workshop makes an effort to recognise and utilise the following principles of learning; readiness, a felt need, use of democratic procedures; use of group process and activity, meaningful, materials, cooperative endeavour, social growth and participation, and problem solving.

The workshop then becomes the developer of personality of the individual engaged in it. It supplies a much needed factor in the application of the principles of learning to an area and at a level where much remains to be done. It is perhaps unsurpassed as a technique for improving human relations, for study and application of democratic procedures, for securing changes in teaching methods, and for securing professional and personal growth.

The workshop may prove to be the means and stimulus from which may emerge a new and different concept of supervisory relationships. It may become the answer to the teacher's prayer and the administrator's hope for better rapport between them, and the avenue by which feelings of insecurity and other factors which affect the living, learning, and development of boys and girls are broken down and the fuller realisation of the goals of both school and society achieved.

Leander L. Boykin.

*Carter V. Good, e.d. "Dictionary of Education". (New York-McGraw Hill Book Co. 1945).

ACTIVITIES AT THE CENTRE

Training Course in Educational and Vocational Guidance

A six weeks' training course conducted by the Central Bureau of Educational and Vocational Guidance from May 19th to June 17th, 1955 was attended by 46 people from various States. The course which was inaugurated by Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education, dealt with fundamental problems in the field of employment and educational, vocational and personal adjustments in school and at home. Representatives from the States belonged to practically every category of educational worker, from professors and lecturers in Teachers' Colleges, to headmasters and teachers of secondary schools, Inspectors of Schools, psychologists and research workers, and staff from State Bureaux of Educational and Vocational Guidance.

The programme included lectures and tutorials, independent study and discussion on specific assignments concerning major problems in guidance and, on the lighter side, excursions and entertainments. Lectures and tutorials were mainly occupied with the background, goals, professional and community resources to aid student guidance in secondary schools. Particular emphasis was placed on the preparation of pupils in schools for vocational guidance, finding them employment after school, on administration and advice, and on information about

technical training and opportunities in employment.

A variety of psychological tests or guidance procedures, intelligence aptitude and personality tests, inventories and tests in 'tool' subjects of the school curriculum were dealt with and supplemented by practical demonstrations. The lecturing work was shared with the officers of the Directorate General of Resettlement and Employment, Ministry of Labour.

Prof. A. D. Bohra, Director of Training, Community Projects Administration, covered an extensive field of the work in progress under the Community Projects and National Extension Service Schemes. Dr. Sohan Lal, Chief Psychologist in the Ministry of Education, Psychological Research Wing, spoke to the training group on the role of psychology in the service of school education, illustrating vividly the principles and techniques of mental and scholastic measurements for comparative and objective evaluation. Dr. E. A. Pires of the Central Institute of Education and Shri Q. H. Zaidi, Director, Central Bureau of Textbook Research, addressed the group on the role of the Teachers' College system of education in the preparation and implementation of vocational guidance programmes in schools, and on the workshop method in education.

The training course had altogether 55 hours of lecturing, 11 hours of tutorials and 5 hours of test demonstration.

ACTIVITIES AT THE CENTRE

Wide use was made of the libraries of the Central Bureau and Central Institute of Education.

To make the utmost use of the specialised knowledge and experience in many specific areas of psychological and educational work in secondary schools, possessed by many members of the training course, seven working groups were set up for the benefit of all the participants in the course. Intelligence and aptitude tests, personality assessment, counselling, training of guidance personnel, career masters, curriculum development and extra school activities as essential aids to guidance services, cumulative progress records, and non-official organisations for promoting student guidance and personality services in the country, were among the major topics discussed. The conclusions arrived at were thoroughly discussed by the training group in a series of seminar meetings later.

Seventeen discussion meetings were also held in which both matters of organisation and a minimum guidance programme were discussed by the Director, Dr. Rama Rao, with the various members attending the course. The conclusions reached at these meetings were formulated in a "working paper" and considered by the members of the training group at the seminar.

As part of the programme a series of excursions of historical, scientific and religious interest was organised. Documentary films and educational film strips lent by the Central Institute of Education, the Audio-visual Section of the Ministry of Education, the United States Information Service and the British Information Service, besides being informative, lent colour to the programme.

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Headmasters' Seminars

Of the twelve seminars proposed to be held this year in collaboration with the Ford Foundation, four on a regional basis were held, for four weeks each during May/June, with a view to exchanging ideas and experiences on the basis of the Secondary Education Commission's recommendations, and the report of the Secondary Education International Team.

The Darjeeling seminar began on May 15th and was directed by Shri A. K. Chanda, ex-Director, Board of Secondary Education, West Bengal. Delegates from West Bengal, Manipur, Assam and Tripura attended.

Madras and Andhra sent delegates to the seminar held at Coimbatore which began on May 29th and was directed by Shri Mohd. Usman, Deputy Director of Education, Madras.

The seminar at Ranchi started on June 1st under the guidance of Shri K. P. Sinha, Director of Education, Bihar and was attended by Headmasters from Bihar and Vindhya Pradesh.

Delegates from Hyderabad, Orissa, and Madhya Pradesh attended the Aurangabad seminar which began on June 2nd under the direction of Shri D. D. Shendarkar, Officer on Special Duty, Office of the Director of Public Instruction, Hyderabad. Full reports of the first three seminars have not yet been received, but we give below some of the discussions which took place at Aurangabad.

It was recommended that at least trained graduates should be engaged for teaching high school classes and trained intermediates for middle classes. Matriculates were found to be inadequate for Higher Secondary

Schools. Better service conditions and pay scales were suggested to attract better personnel for the teaching profession. To discourage the practice of private tuition, it was suggested that provision should be made for backward students to be coached by teachers in return for extra fees. No teacher should take up tuition without the knowledge of the headmaster, nor should tuition work exceed two hours daily. No tuition should be taken up at the fag end of the academic year. Tutorials should be arranged during the working hours of the schools.

To cope with the growing demand for trained teachers, the seminar suggested that the number of training institutions should be increased. It considered the following defects in the present system of training courses:—

- (i) More stress is laid on theory than on teaching practice.
- (ii) Inadequate attention is paid to qualifying the pupil teachers in co-curricular activities, mental hygiene, the health of pupils, school administration, crafts and technical subjects. More time than necessary is spent on teaching the contents of school subjects.
- (iii) No provision is made for the training for the oriental language teachers.
- (iv) Trained Matriculates are considered adequate for teaching in secondary schools.
- (v) Graduates with a combination of subjects which have little to do with the secondary schools are selected for training.
- (vi) Adequate provision is not made for research and experiments in the field of education.

The following suggestions were made to remove these defects:—

- (i) Pupil teachers should have enough practice in teaching work.
- (ii) Pupil teachers should be trained in such a way that they are able to participate in and organise co-curricular activities.
- (iii) The time spent at present by the pupil teachers in reading school subjects to improve their knowledge should be reduced to a minimum. Instead, this time should be utilised to train pupil teachers in co-curricular activities, conducting New Type Tests and so on.
- (iv) Special provision for training should be made for oriental language teachers.
- (v) Teachers of the same locality should meet periodically to discuss mutual problems.
- (vi) Graduates with subjects having a bearing on the school curriculum should be selected for training institutions. Training colleges should, in addition to the training of teachers, undertake research and experiments in all aspects of education. Subjects recommended for research and experiments are: (a) Causes for indiscipline; (b) Problem of fatigue; (c) Handwriting; (d) Home conditions; (e) School health.

Refresher courses have been emphasised to acquaint the teacher with the latest methods in the theory and practice of teaching. The teachers may be sent to the refresher course every five years for four weeks and if it is held

in offering them correct advice as to their selection of the diversified courses provided in Class IX. The seminar recommended that:

- (i) A short training may be given to teachers to take up the work of career masters and to advise the pupils in the selection of their subjects and careers.
- (ii) Proper arrangements should be made in the school to carefully observe and assess personality traits in pupils through cumulative records and class teachers estimates. Craft instruction is to be encouraged to teach the pupil, the dignity of labour, and to help him support himself by pursuing some craft.

Regarding the problem of examinations, both internal and external, the seminar in the main agreed with the recommendations of the Secondary Education Commission.

Extension Service Project

With the financial co-operation of the Ford Foundation, it has been decided to initiate an Extension Service Project in 24 selected Training Colleges. The main idea underlying the scheme is to bring the Training Institutions into dynamic contact with the teachers through the organisation of suitable Extension Services and thus effect a renaissance in their outlook and mentality, by bringing them into vital association with those who have the sympathy and competence to understand their problems and are willing to render such guidance as may be required.

A fifteen day seminar of principals of selected colleges was held at Srinagar in June this year in which

representatives of the 24 selected Institutions and several prominent educationists met under the Directorship of Dr. E. A. Pires, of the Central Institute of Education, Delhi, to chalk out a programme for their respective institutions during this academic year.

As part of the Extension Service, it is proposed to organise in each college refresher courses, library services, seminars and workshops, audio-visual aids and production, guidance and counselling, experiments in teaching methods, exhibitions and publications.

Conference of Education Secretaries and Directors of Public Instruction

A Conference of State Education Secretaries and Directors of Public Instruction was held in New Delhi on August 5th and 6th to discuss proposals under the Second Five-Year Plan.

The proposals discussed earlier in April this year, were slightly modified in the light of the Planning Commission's suggestions. It was emphasised that although the pace of expansion might have to be slowed down, quality should not be sacrificed.

Regarding the conversion of existing schools into Basic schools, the Conference felt that the target should be fixed at 1/4th of the existing schools. The target of 50 per cent in regard to the number of new schemes that are to be of the Basic pattern should not, however, be reduced.

The overall target for the whole country in regard to the enrolment of children of the age group 6-11, was

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All About Water—The New Way

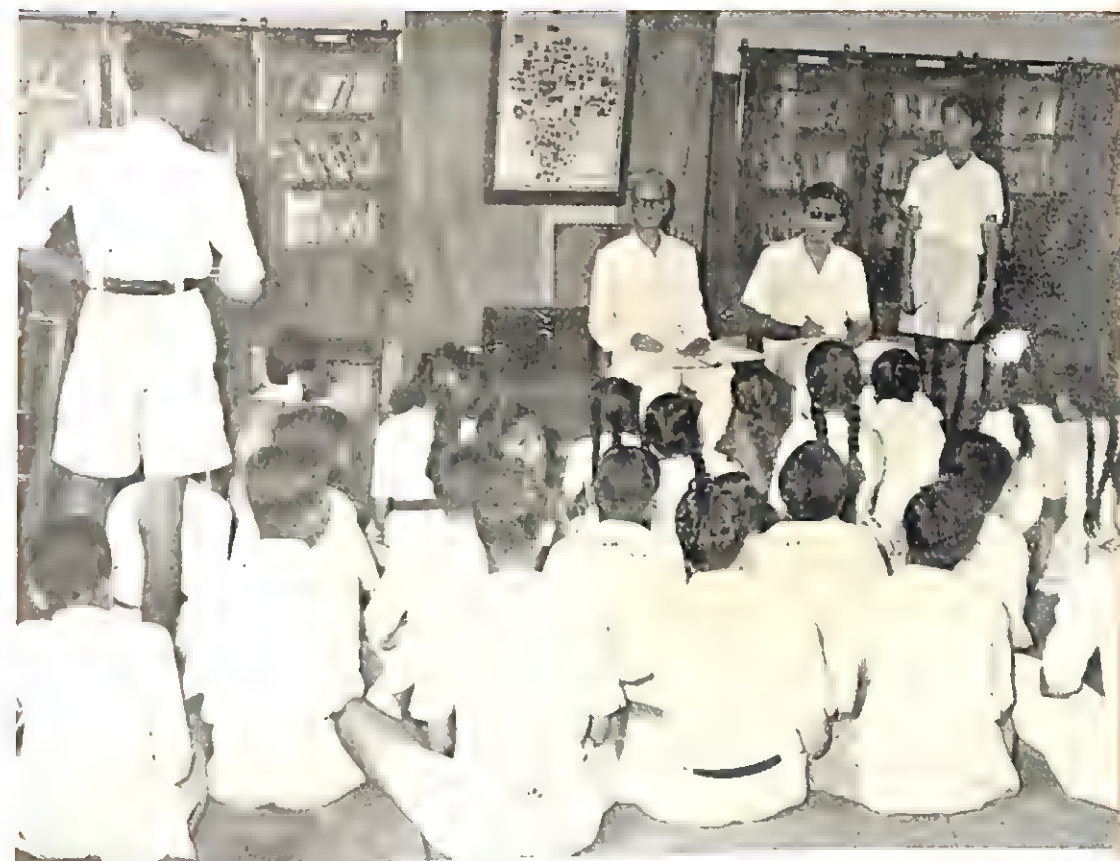
(A Report from the University Experimental School, Baroda)

About 100 children of the age group 12-14 from classes VII, VIII and IX were invited to take part in a project study of water, part of their syllabus in Science. Two Directors were chosen to guide the children in discussing and analysing the subject and preparing a detailed plan of the work. The children, after the two Directors had announced the topic, divided themselves into ten groups of ten members, each with its chosen leader, an artist and a craftsman, and its own chosen topics of study. It was like a voyage of exploration.

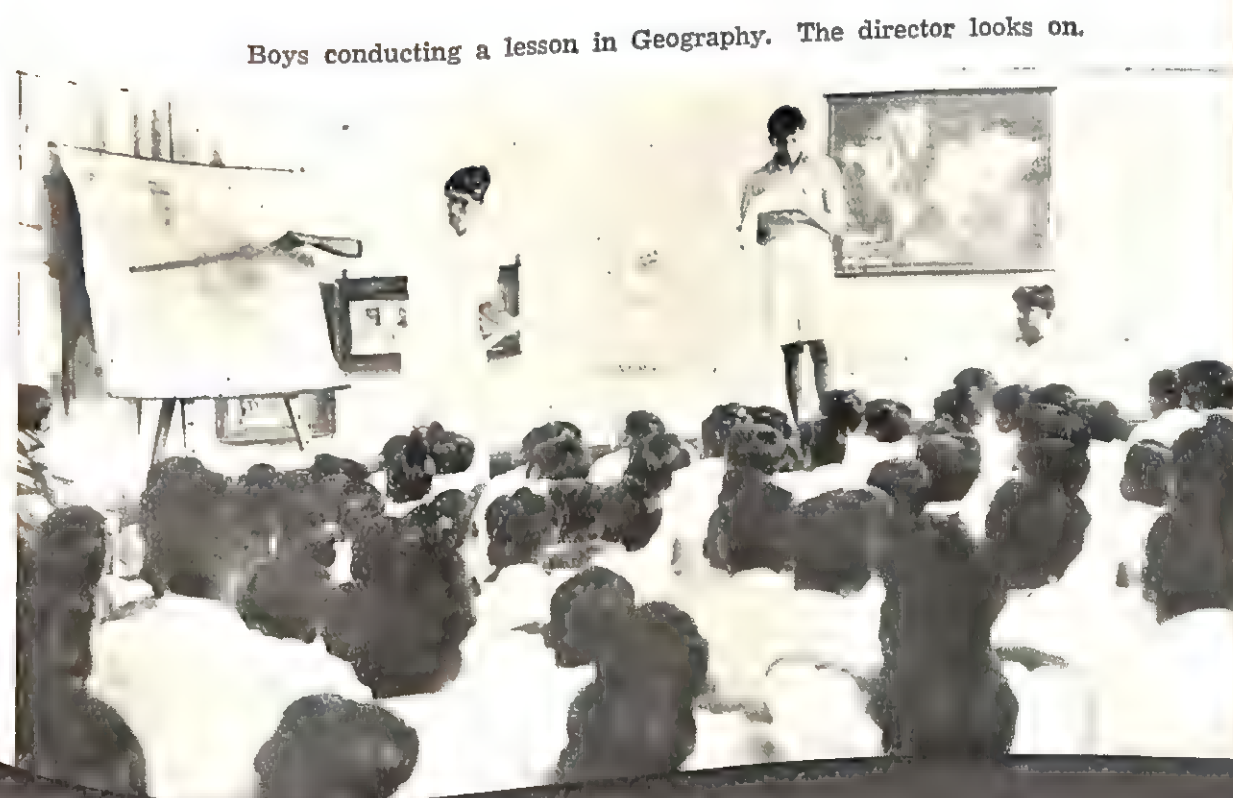
The main topics of study centred round the methods of obtaining water, its natural sources, its impurities and methods of purification at home and in the laboratory, the use of water in workshops, hospitals, farms and houses, the civics of water and its usefulness in hygiene. To get their material the students made frequent use of library books on the subject, and visited near-by places like villages, workshops and hospitals to collect samples of water used. They arranged talks by municipal officers, doctors, farm superintendents and other experts who attended the assembly to discuss the subject with them. Films, film strips and museums were used to supplement the information obtained from books. Discussions and experiments in the laboratories were all methods used in the study of the subject. Tuesdays and Thursdays were Assembly days when

each group was to report on the progress of the plan. Often there were heated discussions, much enthusiastic questioning and intelligent suggestions from collective groups and individuals.

For about eight weeks there was work combined with play, many outings, visits, discussions, writing, reading, reporting and sketching. Even the weakest pupil felt that he could contribute something really useful to the study whereas he might have failed miserably when intelligence and success is measured merely by the study of a single textbook. There was no rigidity anywhere: not in the timetable, because it was made by the assembly itself every week; or in the forming of groups or even in the topic of study which could always be modified when it came up for reporting in the assembly. Yet everything was orderly and everyone busy; and every visit to the village well or a municipal laboratory brought surprisingly new knowledge of things. The children had read facts from books before but it was only now that they discovered things for themselves. There was hardly any problem of discipline and never any waste of time. On the contrary, the class teachers had a good opportunity to study personality traits for their cumulative records—an opportunity which rarely presents itself when children study within the four walls of a class room. Qualities of leadership, application to work, enthusiasm, group feeling, reading ability, ability to speak



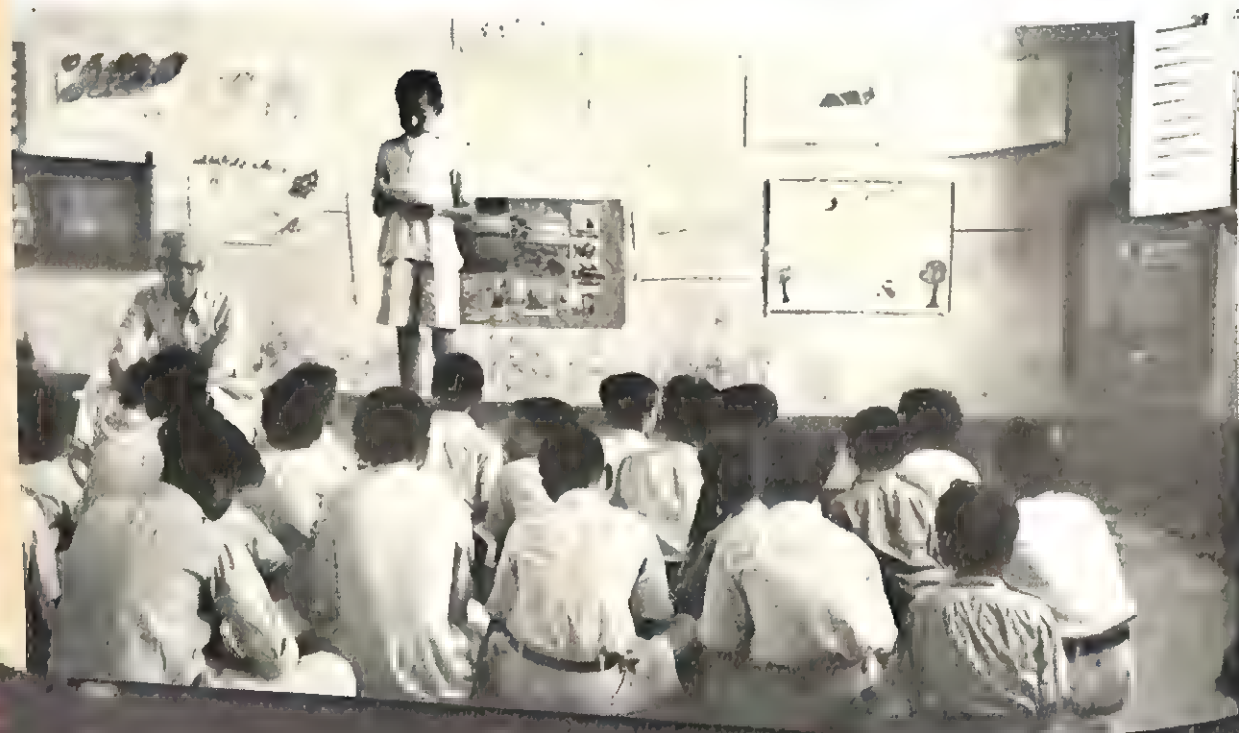
Assembly for group discussion. Reporting, questioning, discussing and replying train boys in democratic citizenship.



Boys conducting a lesson in Geography. The director looks on.



Pupils testing information collected from various sources.



A group leader reporting on the work done.

and answer questions before an assembly, all these tests of personality could be studied and gave the teachers young democracy in action. The models they made and the pictures or charts they drew to illustrate their study were not only proof of a better study of the topic or distinct ability in the arts but were the expressions of experiences and emotions so necessary for the healthy growth of children.

The project was concluded by an exhibition and final assembly where all the illustrative material was exhibited and experiments on the purification and distribution of water were demonstrated. The assembly was attended by the whole school and the staff of the Teachers' College as well. Our reward came when the students asked the teachers: "Sir, why not teach every subject like this?" This, we felt, was proof enough of the success of our plan.

Evaluation

A substantial portion of the syllabus in general Science relating to water was covered in this study, organising the knowledge that the classes had gathered during this course.

Correlation was easily established with Geography, Civics, Agriculture, Language and Science. The study of the local problem of water brought into focus its relation to hygiene and the health problems of the pupils. It also brought in farming problems, water scarcity and the needs of the State and the country as a whole. The oral and written reporting required of the children drew upon their ability for linguistic composition and their talent for drawing, painting and modelling

found a place in the preparation of exhibits. Ample opportunities for showing leadership were available when they planned their visits while controlling and directing the subgroup, and while organising their creative activities. To face an audience calmly and confidently, to meet strangers and get things done, or collect information successfully are qualities needed in every day life. Reporting to the assembly and meeting heads of institutions and the common man while carrying on their study, gave the students good scope to develop these qualities. It also developed in them the spirit of co-operation and the feeling that there was more joy and pleasure when learning was shared with others than when it was merely individual.

Class room methods of teaching and learning do not provide enough scope for the flowering of various inherent abilities in each pupil. Such study gave pupils wide scope for their various abilities and the teacher an opportunity to pick out individual talent. It also provided opportunities for the many sided development of the individual which is increasingly an urgent need in society today.

There is little doubt that the method makes for better learning, through creative interest, initiative, self study, discussions, visits, making models and maps, collecting pictures and newspaper cuttings and consulting a number of books in place of only one textbook. It prevents academic wastage; children learn quicker and remember longer. The teacher would not be able to do so much in so short a time in the ordinary time-table.

One defect of the project appeared to be its rather long duration. This

sometimes showed in a lack of interest in the case of a few pupils. The Directors feel that it would be more profitable to start smaller projects lasting for a fortnight and undertaken by a smaller number of pupils (say 30), in the initial stage. Large projects may

be launched more profitably with grown up children, and after they get used to this new method of teaching.

A. J. DESAI

J. J. PATEL

"Water is a light coloured liquid which turns dark when you wash in it."—*Schoolboy's definition.* (Education Digest).

(Continued from page 279)

placed at about 60 per cent. The target for the age group 11-14 was suggested as 20-30 per cent.

It was agreed that for the age group 14-17 the overall target should be about 15 per cent of the total number. It also recommended that 2,500 High schools should be converted into Higher Secondary schools of which about 1,000 should be Multi-purpose schools. The remaining High schools should be assisted in improving their

courses of study with a view to their upgrading during the third Five-Year Plan.

The Conference reiterated the previous recommendation that all training institutions should be converted into Basic training institutions.

It was agreed that some improvement should be made in the salary scales of teachers, especially at the primary and secondary level, with insistence on a minimum basic salary.

OUR GREENHOUSE—SUTTON BRIDGE

(Reproduced by kind permission of the Editor, "Practical Education & School Crafts", Southampton)

"Oh Mr. R——, just a moment please." It was the Headmaster talking from across the hall.

"We've had permission," he explained, "to build a greenhouse. Can you manage it?"

"I think so," I replied trying to sound as if I'd built hundreds of greenhouses in my time, at the same moment thinking of the snags that went into building one.

"It must have a concrete foundation, a three foot brick wall and measure 22 feet by 10 feet high," carried on the Head, warming up with the vision of a miniature Crystal Palace in his school garden.

"Have you ever laid a concrete foundation?"

"No, never."

"And a brick wall?"

"No, never."

"Mm." The Head looked doubtful. Hastily I tried to assure him.

"I'll pick eight boys and make a project of it," I said, "I'll take a couple of boys from each of the senior forms. It's March now and I'll give them a lesson a week until the summer weather comes."

"Good idea, Mr. R. —, you can have the eight boys in your spare period. Let me know the eight you choose."

I made my choice. Two boys from the senior form (14 years), four from form III (13 years) and two from form II (12 years), the latter would be my nucleus for any additional erections in the next two years.

I bought some books (strange how the school library never seems to have the books you want), chatted with and quizzed builders, bricklayers and glaziers. Although their opinions differed, I gathered enough information to build a solid glasshouse and passed it on to my class. I gave them notes, drawings, greenhouse woodwork joints, theoretical and practical bricklaying, how to mark out foundations, trenching and how to mix cement and concrete. It's amazing the things one has to know before building a greenhouse!

Then came the day. The boys had made big try-squares, plumb-lines, cement and concrete boards. They had also provided their own trowels, spirit levels and putty knives and were keen to start. Four boys marked out the foundation, the other four checked. Then I counterchecked and slight discrepancies were corrected. Then the trench was dug, twelve inches deep, nine inches wide.

Then tragedy! We were informed that our greenhouse was to be a steel framed one, which reached almost to ground level. This meant filling in the trench to a depth of six inches and the earth pounded down. No easy job.

This pounding, more than anything else, annoyed a hive of bees a couple of yards away, which up till now had just buzzed around curiously. One of the boys was stung on his forehead and finally ran, arms flailing, to get rid of a few bees attached to his person. To prove to them that bees don't sting if you just ignore them, I worked and pounded at the nearest spot to the hive. My disguised stoicism cost me three stings; one in the ear, one in the face and one on the head. Why doesn't someone tell the bees that they'll die if they sting anybody! The only sympathy we received from our Head who is an expert beekeeper, was, "Well, bee stings are good for rheumatism"—which isn't very consoling for healthy youngsters! But back to the greenhouse.

Pegs were put in the trench for levelling the foundation. Then two boys were put to mix the concrete, two carrying water, two laying the concrete and two levelling. And this method worked well. The boys enjoyed this and soon became expert at it. Two spirit levels and a plank proved indispensable as a level foundation was essential. This was achieved more easily than expected. A couple of days later one course of bricks was laid down, numbered, taken up and had been supplied from Boston, were laid down, numbered, taken up and holes cut out for the rag bolts. These blocks were poor and chipped and cracked easily. They were laid and checked, for the steel frame was to rest on them, and the rag bolts cemented in. Then the greenhouse arrived. Dozens of pieces of different lengths and sizes, like an out-size meccano set. And about 130 panes of glass. The frame we erected one

afternoon on the lawn, and great fun it was too. The boys became quite adept at reading the construction diagram provided.

The completed structure was carried to the foundation, with the help of the eight boys, and gently lowered. Would it fit? With a sigh of relief, and not without a little pride, we settled it evenly on the foundation. Then it was tightened down.

The boys thought that the hardest part was over. But no, putting in the glass panes was no easy job. They were big and in a high wind and accompanied by a few unfriendly bees, cumbersome and difficult to control when one is perched precariously on a wooden ladder.

Four boys worked at a time, in pairs. More than four got in each other's way, and working without supervision (I had my own class), were prone to become careless. So I had four boys in the morning, and the other four in the afternoon. I kept a careful check to see that the panes were put in properly, and that the different clips were fixed in their correct places.

Eventually the glazing was finished and the panes cleaned and the area around tidied. Four panes of glass were broken out of approximately 130 which was quite a good record.

The boys were quite keen, quite proud of their efforts and, the most important, learnt quite a lot. I left them to overcome any snags, while I gave final judgement if I thought their solution impractical. But they managed efficiently without my interfering.

The Head is already thinking of an extension, which speaks highly of both the greenhouse and the boys' work.

Emlyn M. Rees

AROUND THE STATES

Andhra

Eighteen headmasters and headmistresses were deputed to the Secondary Education Workshop Training Course conducted under the auspices of the United States Educational Foundation in India at Hyderabad (Dn.) from 1st April, 1955 to 18th May, 1955. The object of the course was to enable the participants to study the latest developments in education, the workshop method of instruction, and to exchange experiences in this field.

The State Government deputed 20 headmasters drawn from secondary schools under different managements to attend the Headmasters' Seminar held by the Government of India in cooperation with the Ford Foundation at Coimbatore, from 29th May, 1955. Three District Educational Officers were also deputed as observers. Headmasters were enabled to discuss common problems of school management in the light of the recommendations of the Secondary Education Commission, and to exchange notes and experiences.

Two courses each of a month's duration in the training of Home-Craft were conducted at Rajahmundry and Nellore for the benefit of Secondary Grade Women Teachers during May/June, 1955. Twenty teachers were thus trained. Another one month course was conducted in the Government Arts College for Women, Guntur from 9th May, 1955 to 8th June, 1955.

To cope with the demand for a greater number of B.Ed. Assistants for

secondary schools, the State Government have sanctioned the opening of two Government Training Colleges, exclusively for women with effect from the academic year 1955-56, one at Nellore and the other at Rajahmundry, East Godavari District. The State Government have also sanctioned the opening of a Model High School for the Government Training College, Kurnool with forms III to VI. English is at present the medium of instruction in Forms IV and V.

The State Government have constituted a High Power Committee in connection with the implementation of the recommendations of the Secondary Education Commission, under the chairmanship of the Chief Minister.

The formation of the following additional National Cadet Corps Units during 1955-56, has been sanctioned and involves the raising of three Infantry companies (3 officers and 154 cadets), one medical company at Guntur (2 officers and 60 cadets), one Air-Wing Unit of the Senior Division (2 Officers and 50 cadets), 60 troops of the Junior Division, and Technical Units (four platoons).

In conformity with the Government's policy to close down elementary Grade Training and have only Secondary Grade Training, 50 per cent of the Elementary Grade Training Sections in the non-basic Training Schools will be converted into Secondary Grade Training Sections in the current year.

* * *

Bihar

The system of work books to be maintained by students was introduced in the State in all high schools with effect from 1952-53, in Class X. Experience has shown that the system has worked well on the whole and has had a good effect both on the pupils as well as on the teachers. It has contributed to the general tone and there has been an all-round improvement in the regularity of work. It is felt that a beginning has already been made in shifting the emphasis from cramming at the time of the examination to regularity of work spread over the whole session. It has also helped to bring the pupil and the teacher into closer touch with each other. Steps are being constantly taken, however, to improve the working of the system. In the light of experience already gained, difficulties encountered in this respect are gradually being surmounted.

This system has been introduced to accustom students to systematic continuous work, to integrate and synthesise the work of students and teachers in the class room, with the work done by the students individually at home, and also to integrate the learning process with examinations so as to provide data for assessing the quantity and quality of work done by students. According to this system, 20 per cent of the marks in every subject are set aside for the assessment of the record of work and the progress of candidates at the school including periodical tests and practical work. Of these, 15 marks are earmarked for the regular academic work as recorded by the pupil in his exercise books, the remaining 5 marks reserved for any ingenuity shown by the pupil in the application of any of the principles learnt, to his every day life or for the proficiency he shows in

debates, in writing articles for magazines, or in the right use of the school library.

The assessment of a pupil's work is made on the basis of monthly tests, day-to-day work in the class, home work, regularity and neatness, in a register maintained for the purpose by the subject-teacher. Pupils are marked by symbols (A to F) once a month according to merit. The final assessment in progress is made by the headmaster at the end of the session in Class XI. These marks are subject to scrutiny before being finally accepted by the School Examination Board. This Board has been entrusted with enforcing the system in schools and its supervision.

In each district, an Assessment Committee of experienced headmasters of each school meets to scrutinise records, where necessary, and certify the marks awarded by individual headmasters. A report is then sent to the School Examination Board and the Divisional Inspector. The final examination is conducted by the Central Assessment Committee of the School Examination Board and with effect from this year, schools are to be classified under categories 'A', 'B' and 'C' on the basis of the report handed in about each school. It is intended to reward the best schools in the shape of increased grants.

Bombay

(A number of interesting reports of projects carried out in Bombay State schools have been received. Some of which are summarised below. We would welcome similar reports from other schools).

Every secondary school in the Bijapur district has a 'Ministry'. The district headquarters where there is a

number of secondary schools, has an Inter-School Cabinet. Different departments of the school are managed by a Minister in charge and the School Ministry as a whole works out a plan for the academic year. Every school has also a Court which adjudicates breaches of school discipline. The Anglo-Urdu High School, Bijapur, has in addition introduced the Question Hour once a week, when the whole school meets as a Parliament.

The Government High School, Karwar has undertaken similar experiments in self-Government. The pupils' representatives were asked to organise the Annual Sports Meet and an Arts and Crafts Exhibition. The pupils made a success of it, forming various committees for reception, equipment, prizes and so on.

V. V. Mandir, Avidha, has had a Swaraj Committee for the last three years. The pupils' representatives run their own stores and organise all the extra-curricular activities and the social work of the school.

Pratap Vidya Mandir, Chopda (East Khandesh), has a Kalapathak to disseminate useful information on health and hygiene and on the need to eradicate some of the social evils through intelligent thought-provoking dialogues and theatricals, in the villages round about Chopda town. They also entertain the village folk with songs and dances. Some pupils of this school have undertaken to run social education classes under the guidance of their teachers.

Shramdan for the school or the community was undertaken by the pupils of Hindu High School, Karwar who worked for one week to construct an approach road 160 feet by 16 feet to the new site of the school. In this

they secured the cooperation of the local Municipality and the advice of the local engineers.

Pupils and teachers of the S. K. High School, Saundatti are reported to have levelled the ground round about the school building, thus contributing over thousands of rupees in labour to the school.

The Vidyamandir High School, Sangola is located in the scarcity area of the Sholapur District. Owing to the poverty of the people and the general backwardness in education no popular contributions were forthcoming to put up the additional class rooms needed for the school. The pupils under the leadership of the Superintendent have learnt to make mud bricks and construct mud walls. They have worked during the summer vacation for the last three years and have been able to provide the necessary accommodation for holding their classes.

Vasandas High School, Virsad (Kaira District) reports the construction of an approach road to the school 2,100 feet long and 18 feet wide.

The staff and students of Sharada Mandir and Vinay Mandir, Ahmedabad decided to take a practical lesson in social education. A tour was, therefore, arranged during the Christmas holidays for this purpose. Saurashtra villages were chosen as their experimental field. The staff were pleasantly surprised to find that about 60 students came forward to live a village life for about a week. The Development Officer of the area cooperated heartily in the project. Each batch was asked to stay in a village for a week. During their stay the students had to follow a definite course on social work. Every student was the guest of a farmer and had an opportunity of sharing his

family life and his work in the fields. The other camp held *Prabhat pheris* in which the villagers also joined heartily. Dramatics and *Bhajan* programmes were also held which were equally enjoyed by the villagers.

All these town children formed new rural ties. This experiment enabled students to do away with the dirt, mud and unevenness of country streets and roads. In some places play grounds were constructed for the village children, in others the students ran the school or the village Panchayat. The local schools and Panchayats were greatly impressed by this example of self-reliance, the dignity of labour and the students' attempts at social and economic uplift. The Camps were not meant only for work but also to win the friendship of the villagers who taught the students many things in return, for Unity and neighbourliness instance.

During these days another batch of about 60 students went to Viramgam, Upariala and Kharagoda for the survey and study of village life. They also learnt something about salt manufacture.

The rest of the students who stayed behind, hearing of the charm of village life in Saurashtra from their friends, decided to have a similar camp at Dholka, the nearest spot they could manage.

The *Dravid High School*, Wai, carried out a village survey to make the teaching of Geography easier. The teachers first formulated a questionnaire covering various aspects of village life, for the guidance of the pupils. The project was then explained to the pupils of standard VII and by common consent the village of Dhom, 8 miles from Wai was selected

for the purpose. The students were divided into batches looking after specific aspects of the survey. When it was completed the information collected was carefully tabulated and pictures and charts prepared to illustrate the project. The teachers found on evaluating the scheme that the pupils had not only learnt a new way of looking at Geography but had developed an intelligent interest in village life.

C. N. Vidya Vihar, Ahmedabad, has formed a Science Club in which pupils from standard X and XI are enlisted as regular members. Each member has to prepare one topic of scientific interest. They propose to publish annually such papers as are considered good enough for publication.

The teachers of the new English School, Satara, felt that pupils do not learn as much from ready made teaching aids as they do from aids made by themselves. It was also felt that providing ready made teaching aids, such as, maps and charts was a drain on the school's financial resources. The various teachers got together and drew up lists of charts, maps and pictures which were to be prepared. The pupils were asked to select their own topics from the lists and offer suggestions as to how to set about the work, the material to be used and so on. Prizes were announced for the best entries, but there was no entrance fee for the competition. The prize winning entries were to be donated to the school which in addition offered to buy, for the price of the material used, as many aids as the Selection Committee decided to choose. All this work was done during the Diwali vacation; pupils being encouraged to do individual as well as group work

When the results of the competition were declared by the Selection Committee there were 179 beautifully prepared maps, charts and other teaching aids. Apart from the thorough study which the pupils had to undertake, a good deal of creative talent sometimes hidden even from themselves, was discovered. The project brought the pupils and teachers closer and stimulated the pride of the pupils in their class rooms, where these aids are now displayed. Several models which cannot be kept in the class room have been arranged carefully in a special room which has now been turned into the school museum. Both pupils and teachers declare that the results of the while than they had anticipated.

Coorg

A three day seminar attended by 60 headmasters of high schools and middle schools, and directed by the State Educational Officer was conducted at Central High School, Mercara in March, 1955.

Shri K. Mallappa, State Minister of Education who inaugurated the seminar emphasised the need for reform in the field of education. All the high schools, he said, must be converted into multi-purpose schools, as soon as possible. It was necessary to extend the secondary stage to four years in view of the fact that it was a terminal stage and sufficient time must be given to a student to prepare himself to be a fit member of society.

Subjects discussed in the seminar included symposia on "Preparation for Life at the Secondary Stage," and, "The Use of Libraries in Secondary Schools".

Hyderabad

Twenty eight schools are being converted into multi-purpose schools from this academic year (1955) with Technical, Agriculture, Commercial, Science, Home Science and Fine Arts groups respectively.

Two B.Ed. Colleges were started during the current year with accommodation for 150 trainees in each college. Six more Secondary Training centres are being started with effect from this academic year. The duration of the training will be two years.

Under the scheme of Training-cum-Production Centres, the former Girls' Vocational institutions at Hyderabad, Secunderabad, Aurangabad and Gulbarga have been renamed Girls' Vocational Institutes to conduct Post-matriculation training certificate courses in Domestic Science, along with craft courses and special courses. Similarly, the Boys' Technical Institutions at Nizamabad, Nanded and Raichur are being re-named Technical Training Centres to prepare students for certificate and Diploma courses in craftsmanship.

Madhya Bharat

A committee has been appointed to suggest amendments to the existing Madhya Bharat Secondary Education Act in the light of the recommendations of the Secondary Education Commission, and to consider the syllabus of the Higher Secondary Examination at the end of Class XI, as they are applicable to the Board.

Ten high schools are proposed to be converted into multi-purpose high schools during the current year under the Government of India Scheme.

Tuition fees for girls up to the high school standard have been abolished. Hitherto only primary education for girls was free.

* * * *

Madhya Pradesh

Diploma Training Institute Khandwa; New projects and activities:—In consonance with the aims of secondary education as specified by the Secondary Education Commission, pupils in the Institute are taught democratic ideals and ways of living, the need for willing acceptance of responsibility and the discharge of it to the best of one's capacity. Students are taught to feel that no work, however lowly is unworthy and that the professional honour and prestige of the institution should be maintained at all times.

The College Council of the Institute, with the Principal as Chairman discusses important issues, and lines of action are then chalked out by mutual consultation. The hostels are managed by elected prefects and the hostel messes run under the guidance of the hostel warden by student representatives who are elected every month.

Extra activities such as spinning and weaving, drawing and painting, music and gardening are taught in the morning and students have to choose one of these activities as a hobby. Class lectures are supplemented by seminars and tutorial work, and group discussions guided by the lecturers in charge on topics of educational significance are encouraged. Individual guidance in study is given by the tutors who help in finding out reference material and indicate ways of tackling problems in the projects attempted by the pupils. The Institute's small but useful library

organised in accordance with the Dewey Decimal system makes reference easy.

A novel educational and cultural week was organised by the Institute this year in connection with the Ganesh Utsava celebrations. With the help of recent educational material supplied by local educational institutions and by the U.S. Information Library and the British Council, an exhibition was held and a students' symposium arranged on the aims and ideals of education in free India. The public were invited to participate in a citizens' debate, and lectures were delivered by prominent educationists in town on subjects of educational significance. Teachers and students alike worked enthusiastically to make the whole programme a success.

The Social Service Squad of the Institute works regularly in the town and in neighbouring areas whenever their assistance is required. There is active cooperation between the local citizen and the squad in maintaining friendliness in the town. Usually not more than 20 workers in a batch work under the guidance of a lecturer or an influential local worker. The aim is to teach through personal example.

University Training College, Nagpur: Research in Educational Guidance and Counselling.

A battery of differential aptitudes tests is being prepared at the college with the ultimate object of enabling the school administration to guide high school students in choosing courses of study on the basis of their aptitudes. The scheme is financially assisted by the Government of India. The library of the college which contains up-to-date literature on educational testing

and research is open to those who wish to study recent trends in education at home and abroad. This library service will be extended to schools on a request basis shortly.

Teachers Training College, Jabalpur: Test Construction

The testing section of the college has completed construction and standardisation of the Prantiya Shiksha Mahavidhyala general intelligence test in two languages, Hindi and Marathi. Some additional work has been done in connection with the validity, reliability and factorial analysis of inter test co-relations.

The test-retest reliability (after correction for reconstruction of range) is .91. This index is based on the test-retest of 157 students of Marathi High School, Jabalpur, the time interval between the two administrations being only six months. The school marks of the same students (average of three years) were co-related with this course on the Prantiya Shiksha Mahavidhayala test, the validity co-efficiency being .44. The results of the factor analysis show that a single general factor may be postulated to explain all the inter co-relations.

The Testing Section has undertaken to construct a non-verbal test of intelligence for younger age groups as it is found that the verbal items are not suitable for the measurement of intelligence of younger children. The test items have already been constructed and the pictorial form is being prepared.

The Section has prepared a Hindi version of the Stanford Binet (1937) test. Certain items have been translated and suitably re-adapted. Independent standardisation, however, has not been carried out.

Preparation for Multi-purpose Schools

Two committees have been appointed from the members of the college staff to study the implications of starting multi-purpose schools and with the task of defining, delimiting and interpreting dynamic methods. General lines on which the proposed changes in the field of structure, organisation and curriculum are to be carried out, are being discussed.

Seminar of Secondary School Teachers, Bilaspur Division

A practical step towards the implementation of the Secondary Education Commission's recommendation was taken by the teachers of Bilaspur division who organised a ten-day Seminar in May this year at Amarkantak, a picturesque hill station in Central India where the Nerbada takes its source. The Seminar was organised by the Divisional Superintendent of Education under the patronage of the Department of Education, Madhya Pradesh. The State Government met part of the funds and part was met by the Mahakoushal Graduates' Association, Bilaspur and Raigarh Branches.

The Seminar was inaugurated on May 10 by Shri Jagmohandas, State Deputy Minister for Education, and was attended by about 300 Headmasters, Assistant District Inspectors of Schools and Assistant teachers. Shri Jagmohandas discussed among other things the new schemes for the improvement of Secondary Education in Madhya Pradesh.

Several interesting lectures were delivered including one on "Multi-purpose Schools" and "The Schools of

Tomorrow". Teachers were divided into five groups for discussing various problems of interest under the guidance of a group leader. Several individuals and some groups of two or three teachers each have sent in papers on the problems in which they are interested and they propose to publish some of these papers in due course. Many of the teachers felt that the Seminar helped them to learn by experience the procedure and techniques of group discussion. In addition to group discussions, a symposium was organised every day for about an hour and various subjects were discussed, for example: long vacations in the schools should be discontinued immediately, school hours should be fixed from 7 to 11 a.m. and 2 to 5 p.m. and the annual promotion examination should be stopped forthwith.

A gathering of poets was organised at which Bengali and Maithili poems were recited. Interesting films on education were shown every evening by the Publicity Department of the State.

Excursions to various places of local interest were arranged. The Seminar library to which schools and colleges from the neighbouring areas lent several volumes, though organised in a tent, proved extremely popular.

The members of the Seminar decided before they wound up that the Seminar would be incomplete without *Shramdan*. They constructed a platform in one corner of the picturesque spot where the Seminar was held. It was formally opened by Shri K. Santhanam, Lieut. Governor, Vindhya Pradesh.

Travancore-Cochin

In the State budget for 1955-56, for the implementation of some of the

recommendations of the Secondary Education Commission, provision has been made for: (1) introducing diversified courses of study in 20 schools, (2) improving facilities for teaching science in six departmental schools, (3) improvement of teaching in 30 departmental schools, (4) improvement of school libraries, (5) training of teachers, and (6) the introduction of crafts in middle schools.

The practical courses introduced in form IV in certain high schools during 1954-55 have been extended to form V during 1955-56 for the Kunnathunad-Chalaky Project area. Wood work in one school, wireman's course in two schools for boys, and needle work and tailoring in two schools for girls have been introduced in form IV during 1955-56.

Steps are being taken to conduct a seminar for training teachers in Audio-visual Education.

Two teachers were deputed to attend the course for Career masters conducted at New Delhi and one officer was deputed to attend the seminar for the production of textbooks recently held at Srinagar.

In order to improve the standard in Secondary schools, instructions have been issued to Heads of High schools for the nomination of Chief Masters in subjects who will supervise the work of Assistant Masters of their respective subjects, and watch the progress of work. The Chief Masters will maintain a record of their work which will be inspected by Inspecting Officers.

Tripura

To improve self expression the boys of *Bodhjung Government High School*,

Tripura—contd.

Agartala are encouraged to assemble together every day and discuss important topics. Every Saturday they have to take part in any of the following activities:—

- (i) Debates and lectures.
- (ii) Literary clubs and amusements.
- (iii) Question and answers.
- (iv) Drawing and painting.
- (v) Indoor games.
- (vi) Clearing the area around the school.

In conformity with the recommendations of the Secondary Education Commission, opportunities are afforded to pupils to apply practically the knowledge that they have acquired. Geography in Class X is being taught according to the workshop method. The students of the class have been divided into groups. Each group has been assigned a topic on India on which it works intensively doing reference work, collecting information from the teacher, drawing maps and charts, making models, keeping weather records etc. Each group has to report back to the whole class about its progress of work every week where a thorough and lively discussion takes place. To correlate group work with individual work important questions are set in class for home-task.

At the *M.T. Girls' High School*, *Agartala*, a sick-room has been properly equipped to attend to emergency cases in the Institution. Whenever casualties come in students are asked to attend to them. This helps to develop in the children a spirit of service.

To break the monotonous routine in class work and to promote lively interest in lessons, an assembly of students and teachers is held every day at the *N.C. Institution, Sonamura*. It usually starts with the national anthem and a student whose name is announced on the previous day speaks on a subject, recites or reads out an article written by him.

For training in self-government and citizenship the boys have formed a Ministry consisting of five Ministers, each being in charge of a department, such as literature, health, games, sports and social service.

The house system has been introduced in *Khowai Government High School*, *Khowai*, the whole school being divided into four houses. The healthy rivalry thus promoted has led to keen and competitive effort on the part of the pupils in class and on the playground.

West Bengal

At *Taki Government High School*, *Taki*, 24-Parganas, a Parent-Teacher Association to maintain closer contact between home and school has been formed.

The system of regular and surprise tests of short duration on each curricular subject has been introduced with the object of ensuring thoroughness in the study and a regular check up of the students' achievements. Twenty per cent of the total marks for the Annual Examination will now be awarded through this process of internal marking.

Adequate steps have been taken in *Hooghly Branch School*, *Hooghly* for the maintenance of cumulative record

(Continued on page 300)

THE TEACHING OF HISTORY IN SECONDARY SCHOOLS IN THE SUDAN

(This article has been condensed from a report presented by Mr. H. F. C. Smith, late Chairman History Panel—Examinations Council and History Teachers' Conference, Sudan. It represents his personal views on the problems which have faced the teaching of History in the Sudan Secondary Schools since 1948. The reader will find in this an intelligent thought-provoking presentation of many problems in History teaching which should give food for thought to our teachers of History. It is a warning against taking things passively for granted).

The teaching of History at Secondary School level has far greater significance in the Sudan than in countries with a conservative and more firmly established social and political system. Sudan is at present passing through a period of stress; it is a period of revolution and experiment, when it is important that educated citizens, to maintain a balanced perspective, must fully understand the causes of the change taking place around them. An exceptionally high proportion of Secondary school students are eventually called upon to occupy important positions in the public services. It is therefore necessary that the history of failures and achievements of public figures and of the development of diverse political, social and economic institutions, must be taught as a basic subject in schools. Because of the present technical needs of the country, an unduly high proportion of the best Secondary school students enter faculties of science for higher learning and make little or no further study of history and allied subjects after leaving school. Sudan, now rapidly approaching the end of a long period of foreign rule and about to take its place among the free nations of the world, requires of its educated citizens an understanding of, and a critical atti-

tude towards events and international relations that can only be achieved by a thorough grounding in modern history.

Problems Peculiar to the Sudan:

I. *The Choice of subject matter:* In countries like Britain, France and the U.S.A., the procedure followed in history teaching includes the following elements:—

- (i) National history in some form.
- (ii) The history of regions which have some strong connection with the homeland through community of culture.
- (iii) 'World history' (ancient civilisations, topics, etc.)

Within limits, this procedure would seem to work well. But neither this nor any other properly defined scheme of work is well established in the Sudan Secondary schools. There are three main reasons for this:

During the past six years senior history teachers have been British, trained in Britain and familiar with the historical subject matter taught in English schools. What has, therefore, happened is that British subject matter has been taught modified to varying extents by different individuals to meet

TEACHING OF HISTORY IN SUDAN

local conditions in the Sudan. Naturally this subject matter has borne little significance for the pupils. Though this has now largely disappeared, there still remains a considerable amount of European history in the curricula of Secondary schools. In this connection the B.A. (Hons.) course in Middle Eastern history now taught at London University should perhaps be regarded as of special value. But there is on this fundamental point still room for serious discussion and for the considerable reform of syllabuses.

The second reason that complicates this problem is the difficulty in teaching Sudanese national history. So far no attempt to Sudanese history before 1881 has been made except in a very small minority of Secondary schools. This is due to the fact that much of Archaeological research, language study, collection of historical documents and other records, recording of oral tradition, etc. has yet to be carried out before a continuous story is available for teaching.

The third reason relates to considerations connected with the 'north-south' problem. The national aim of uniting in one State two regions supporting different cultures has naturally had repercussions on the teaching of history in the schools. It is constantly questioned as to whether or not the Secondary students in the southern provinces should be given an opportunity to learn historical subject matter markedly different from that usually taught in the northern schools.

However, as a workable solution it is suggested that the basic elements for Secondary school syllabuses should be selected from among the following:—

- (a) The history of the Sudan from the earliest times;

- (b) The history of the Middle East from the rise of the ancient civilisations;
- (c) The history of the impact of European civilisation on tropical Africa, with sufficient background of European History to make this comprehensive;
- (d) The history of international relations in the late 19th and 20th centuries, with special reference to the causes of the World Wars.

(a) This subject offers enormous scope for research though some valuable work on a considerable scale has been done by the Sudan Antiquities Service and foreign archaeological expeditions. The medieval history of the country is in a far worse state. The problem assumes greater urgency when it is realised that oral tradition is fast disappearing. A lead can be given by the University College of Khartoum and the Sudan Historical Association founded in 1953.

There is no lack of material on modern Sudan though no comprehensive and properly documented political and social history of the Sudan in the 20th century has yet appeared. 'Administrative' histories produced by British officials or a few nationalistic Egyptian works that are more anti-British than historically sound are of little value.

(b) Here difficulties centre round the period from the rise of Islam to the downfall of the Abbasid Caliphate. The difficulties are not of source material, but of the traditional approach to the subject. The subject 'History of the Arabs' has been up till now beyond the purview of teachers because they are continually faced with the problem of finding a correct rela-

tionship between religious teaching and historical study.

(c) The impact of European civilisation on Africa forms a controversial subject, and effective teaching of the subject will require a considerable amount of preparatory reading and a new 'African' approach to European history.

(d) International relations in the late 19th and 20th centuries, with special reference to the causes of the World Wars is a subject of study in all schools and forms a part of the School Certificate syllabuses. This subject presents no particular difficulty with regard to selection of subject matter.

II. *The provision of textbooks:* It is virtually true to say that no history textbooks at present being studied by Secondary school students are suitable for their use. Their chief defect is that they are books meant for European students, assuming a background knowledge of European political, social and economic conditions which Sudanese pupils do not possess. The treatment of the subject is from the British point of view and the language is English. Mowat and Kelly's "Ancient World", Underwood's "From the League of Nations to the Second World War" and Somervell's "Modern Europe" are a few instances in point.

The textbooks in Arabic present the same problem. This is especially the case with the history of the Arabs. The textbook approved by the Egyptian Ministry of Education, for use in the Egyptian Secondary schools is not suitable for the Sudan schools partly because it is too elementary for the stage at which the history of the Arabs is taught (usually second year), and partly because it concentrates on

the internal history of Egypt to the exclusion of more general matters. It is noteworthy that no Arabic educationist seems to have produced a comprehensive Secondary school textbook on this subject, couched in general terms and free from undue concentration on the internal history of Iraq, Syria or Egypt.

The worst part of the textbook difficulty lies in the fact that, for a considerable part of the basic subject matter suggested, no school textbooks at Secondary level exist, suitable or otherwise. On the history of the Middle East no suitable books exist nor is there any plan for future publication. On the subject of the European impact on tropical Africa, Ingham's 'Europe and Africa' serves a limited purpose and is used as a stop-gap. But new writing is urgently required here as on the other two subjects.

III. *Visual aids.* Visual aids are used in the Sudan schools in the form of diagrams, pictures, wall maps and atlases. So far as diagrams and pictures go, there is no serious problem to solve, for printed diagrams are limited and in any case the individual teacher must produce his own rather than rely on ones commercially produced. Photographs of Middle Eastern antiquities are obtainable without difficulty from museums. Photographs illustrative of the history of the Sudan are also easy to obtain. For the medieval and modern periods there are illustrations from the works of travellers.

The problem of visual aids in the Sudan is really the problem of atlases and wall-maps. No suitable atlas of Middle Eastern History is available. No atlas at all for Sudanese history or African history exists. With regard to wall-maps, no series of wall-maps illus-

trative of African or Middle Eastern (except ancient) history have been discovered. It is certain that none illustrative of Sudan history exists. The difficulty here is not the lack of subject matter for maps, but that of mechanics for production and printing. This problem would be solved if a plan of cooperation could be worked out between the History Teachers' Conference and the Government Publications Bureau and the Survey Department.

IV. *'Practical' work by students.* To the non-specialists, the Sudan too often appears to be a historical as well as a physical desert, because of the enormous size of the country, the difficulties of communications and the relative scarcity of easily visible historical monuments. A European boy learns quickly because he lives permanently surrounded by many well-known and easily visible and recognisable historical monuments. A Sudanese boy has no such facilities. This greatly enhances the importance of visits to historical sites and study of historical objects in museums. School museums exist at Wadi Seidna and Khor Taqqat but nowhere else.

One other aspect of 'Practical work', popular and widely practised, is the production of historical wall-magazines. In some schools wall-magazines have, through lack of control, become vehicles of student politics. Such a tendency should be discouraged and checked in time and every effort made to direct this medium of history teaching into proper channels.

The Teaching Languages

The question as to whether history should, in Secondary schools, be taught in Arabic or English is of course part of the general problem of the future position of English as

language of learning in the Sudan. Reference may, however, be made to some aspects of the 'Arabic-English' question that are relevant to a survey of Secondary School history teaching.

In the southern schools, there is no escape from teaching history in English unless Southern Intermediate education is thoroughly Arabicised. In that context, the choice of English rather than Arabic has considerable advantages.

In northern schools the situation is more complex. Islamic history from the Jahiliya to the first Mongol Invasion of the Middle East is universally taught in Arabic. Apart from this, the teaching of every other subject is in English.

The author's own views on this situation are as follows: It is obviously most suitable from all points of view that the medieval history of the Middle East (including Islamic history) should be taught in Arabic. So also the history of the ancient and medieval Sudan for it is illogical for a student to commence the study of his own country in a foreign language. This will not be difficult when the works that are under compilation are published. But the position is still not clear because all written sources for early Sudan history (especially archaeological works) are in English or some other European language. Thus teachers must be English-speaking.

At the same time, while there is any question of retaining English as the language of history teaching at any stage in the Secondary schools, the place of English is clearly in the senior years. This ties the teaching of Islamic and early Sudanese history to the junior years.

If English is to be retained in the third and fourth years and non-Arabic-speaking staff employed to teach, two points arise: (1) There is pressing need for the compilation of a standard English-Arabic vocabulary of technical terms and uncommon words used in modern history. (2) Non-Arabic staff should be required to acquire some knowledge of Arabic, especially of vocabulary connected with their teaching subjects and grammatical constructions in Arabic.

The aim of the foregoing remarks has been to show that history teaching in the Sudanese Secondary schools has to be reorganised and established on a sound basis. It is clear that existing problems are too various and general to admit of solution by individual teachers working on their own. There is need of some central organisation for the exchange of ideas on teaching problems and the formulation of a plan. This is the function of the History Teachers' Conference which since 1952 has concerned itself with general problems of history teaching in Sec-

dary schools. Another institution that could actively help in this problem is the Sudan Historical Association founded in 1953. This Association has functions connected with the teaching of history in Secondary schools, and is intended as a clearing house for source material on Sudanese history. It invites contributions from teachers for publication and offers an historical information service to its members.

The question of the training of history teachers is no less important and it is regrettable that there is as yet no proper provision for the training of Secondary school history specialists. Owing to the lack of such training, teachers in the Sudan show little inclination to refer to source material on obscure subjects and pay little attention to devising their own visual aids. New and important subjects such as the modern history of tropical Africa, require wide reading and reference to many sources, and a tradition that such work is part of the normal duties of a teacher must eventually be built up.

H. F. C. Smith

HOW CAN OUR SECONDARY SCHOOLS HELP BLIND CHILDREN ?

We have all heard about the unique literary achievements of Homer, Milton and Surdas. These immortal blind men of letters showed that loss of vision was no serious barrier to the pursuit of an intellectual career and that the light of knowledge was not denied to the blind. But the world was rather slow to comprehend the lesson of their example, for organized attempts to educate the blind began only about a hundred and fifty years ago.

The first attempt to give education to the blind in this country was made about seventy years ago when the first school for the blind was established at Amritsar. Today, we have about 53 institutions imparting primary education and vocational training to about 2,000 blind children and adults. Only three or four of these institutions take blind children to the secondary stage. Last year not more than 15 blind adolescents passed the Matriculation or an equivalent examination.

How are the blind educated? They receive education mainly through the medium of Braille—a system of embossed writing based on the permutation of six points. The Central Braille Press at Dehra Dun is at present engaged in producing Braille textbooks in Hindi and other regional languages. Since the productive capacity of the Central Braille Press is very limited, the Ministry of Education also gives grants to institutions for the blind for

transcribing textbooks into Braille by hand.

One is apt to wonder whether it is possible to teach all the academic subjects to blind children at the secondary stage. The teaching of subjects like Geography, Mathematics and Science usually presents special problems, but the development of modern techniques has made the teaching of these subjects very much easier. By passing his skilful fingers over an embossed map a blind child can get an idea of the physical features of a country in a few seconds. With modern devices he can deal with almost every problem in elementary mathematics. The teaching of quantitative science presents problems which continue to baffle educators of the blind although some aids have been devised in recent years.

We have no reliable statistics, but it is believed that there are about 1,00,000 blind children of school-going age in this country. As we have seen, less than two thousand of them are at school. These figures clearly indicate that there is a pressing need for providing more educational facilities for the blind. A seminar was recently held at Mussoorie to consider all aspects of the education of the blind. It was inaugurated by Dr. Helen Keller, the deaf-blind author, whom Mark Twain described as one of the "two most interesting characters of the nineteenth century" and who continues to

be one of the most fascinating characters of the present century. During her recent visit to India she visited several institutions for the blind. Inaugurating the seminar at Mussoorie she said: "I have been deeply impressed with the quality of the work done in your schools for the blind. But you need more schools, more teachers and more equipment."

This was what the delegates attending the seminar felt and among other things, they recommended that during the Second Five-Year Plan period at least one State-owned school for the blind should be established in every major State. The implementation of this recommendation will go a long way in improving the existing situation, but it will only touch the fringe of the problem.

What can we do to deal with this problem more effectively? In the

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cards for all pupils in the form as prescribed by the Secondary Education Commission Report.

'Home visitation' by teachers has lately commenced and the recording of personality traits will follow.

The District Inspectorate of Nadiia systematically holds Educational Conferences in which teachers of Primary and Secondary schools participate. Educational exhibitions have become a characteristic feature of these conferences.

To develop the power of composition and create in the pupils a real love for reading, provision has been made for supervised study in class rooms for two

United States a number of blind children after being taught Braille and trained in the use of other special educational devices are sent to schools for normal children. This experiment has proved a success in the United States and is likely to produce useful results here, particularly at the secondary stage. If some of our blind children can be educated in schools for normal children, the problem of providing more educational facilities for the blind will become infinitely simpler. It might be worthwhile for some of our secondary schools to give the lead and try the experiment of admitting a few blind children who have had their initial training in a good school for the blind. By undertaking this experiment secondary schools will be helping in the solution of a big national problem.

Lal Adivani

periods in the week for the boys of Jalpaiguri Zilla School, Jalpaiguri (classes V to X). Each boy is encouraged to take down notes of the portions read and to submit to the teacher in charge a summary of what he has read. The best of these writings are then selected for the Class Wall Magazine, some of which are later included in the annual magazine of the school.

To prevent bad spelling, two lists of English and Bengali words which are commonly misspelt by the pupils are hung in the class rooms and the pupils are encouraged to refer to them whenever they are in doubt about the spelling of any word.

ACTIVITIES ABROAD

AFGHANISTAN

Eric Hill, a UNESCO Technical Assistance expert now working as Adviser to the Ministry of Education, Afghanistan, who was interviewed recently by a UNESCO reporter narrated his experiences in overhauling the country's educational system. When he first arrived in Afghanistan from New Zealand where he was Inspector of Schools, he found the education officials in Afghanistan already convinced that it was time to train more teachers for the country's schools. Also that teaching methods had to be changed radically. In a system suffering from too much bookishness pupils learn by memorising their textbooks and reciting them back to the teacher at examination time. Passing examinations was all that mattered. Mr. Hill decided to stress what he called "the active side of learning"—lessons in which pupils participated instead of merely learning words. In this change-over he had to win the support of Afghan school inspectors and with this in view he conducted a three week course at Jallahabad half way between Kabul and the Pakistan border. Droning recitations were replaced by lessons and up-to-date teaching aids. Today in Afghanistan the old traditional methods are gradually being transformed.

BRITAIN

Serious concern is being expressed in educational circles in Britain regarding the present day system of

secondary education. It was recognized that there was some danger in confining modern schools within the rigid frame-work of external examinations, but it was hoped that the teaching staff would do their best to maintain standards. Sufficient allowances do not appear to have been made while expressing this hope for the fewness of teachers who were to see the bulge through the secondary schools. Since the war, the schools have been suffering from very large classes and the consequent lack of individual attention has resulted in children getting behind hand and once having got there never catching up without special coaching. The usefulness of examinations is also being questioned. Students have begun to think increasingly that passing examinations is the key to everything. But when they enter into open competition with others in adult life, they find that the prizes no longer fall to them but go to people with more personality and drive. These points were emphasised in the recent presidential address of Sir Wilfred Martineau to the Association of Education Committees at its Annual Conference in June this year.

The emphasis, as everywhere else, seems to be on more teachers, more school buildings, and reduction in the size of classes.

There is also a growing doubt whether the General Certificate of Education is fulfilling the hopes of those who set it up to replace the old School Certificate and the London Matriculation Examination.

CHILE

Inter-American Conference on
Secondary Education

"School Life" (official periodical of the U.S. Office of Education) reports that Latin-American Ministries of Education during recent years have been planning a revision of their secondary school programmes. Their schools have growing pains; more pupils are seeking admission, additional buildings are needed and competent teachers to staff them. Major reasons for the expansion are the desire to make schooling available to numbers of youth, a more functional curriculum for them, and to operate schools more democratically. Before inaugurating the new programmes in secondary education they wished to meet representatives of all the American States, exchange ideas and draw up comprehensive recommendations that would be of use in improving these programmes. It is felt that this would provide opportunities for full discussion and make possible some consensus on the nature and goals of secondary education in the Americas.

The first Inter-American seminar on secondary education was, therefore, held in the *Instituto Pedagógico Nacional*, Santiago, Chile, in January this year sponsored by the Pan-American Union and the Government of Chile. Official delegates from all the American States except three attended. The Chilean Ministry of Education provided 35 professional consultants, and UNESCO, Spain, France and Italy sent official observers.

During the first week delegates met in plenary sessions and heard summaries of work papers and reports on secondary education in the South

American States, Spain, and the U.S.A. At the beginning of the second week, seminar delegates and consultants were organised into working committees and by the end of that week each working committee prepared recommendations on all items listed in its particular section of the agenda. The reports of these working committees were heard, criticised and then reviewed. The amended report was later submitted to the plenary group for final approval. The full reports are being prepared for publication by the professional staff of the Pan-American Union. The recommendations represent the views of the delegates on an ideal programme of secondary education and it rests with each country to determine the steps towards this ideal goal.

The recommendations emphasise among other points that equal educational opportunities should be provided for all youth regardless of economic status or geographical location. As individuals differ greatly, equal opportunity often means different rather than identical educational opportunities for all youth. Secondary education should provide the functional process by which students can achieve good health, worthy home membership, good citizenship, adequate vocational preparation, a high ethical character, and worthwhile use of leisure time. Within each school system there should be established a permanent curriculum council having responsibility for determining local needs and making recommendations to the Ministry. Membership on these councils should include school officials, teachers and lay citizens. It was also recognized that increased study of international relations should be provided at the secondary level.

SCIENTISTS MEET IN MILAN

In the first world meeting of its kind, Directors of National Scientific Research Centres from 23 countries met recently in Milan, Italy, under the auspices of the United Nations Educational Scientific and Cultural Organisation.

The Directors discussing the shortage of trained scientists declared that "any community that wishes to benefit from scientific advance should make a scientific career attractive to its young men and women".

A new problem on the horizon was the shortage of secondary school Science Teachers not only in the less developed countries but even in Canada, the United Kingdom and the United States where research is well advanced and where scientists in universities, industries and Government sponsored research are relatively well paid. Britain's Sir Ben Lockspeiser is reported to have stated: "I believe something will have to be done to raise salaries and career prospects in the secondary schools. If you do not get teachers of science and mathematics in secondary schools, then you will not get material at the university level, and the whole idea of expanding technology and the number of university level graduates will fall to the ground".

POLAND

Educational authorities in many countries, recognising that country holidays provide a refreshing change for city bred children, usually organise summer camps by the sea or in the mountains. The reverse process during the last three years has been operating in Poland. Some 100,000 children from remote villages have

Schools should use a wide variety of teaching methods including the organisation of content into units of work and systematic procedures for co-operative teacher-pupil planning. Pupil failure should be examined carefully and systematically with a view to discovering causes of failure.

FRANCE

Thirty student delegations from 29 countries met in Paris in April this year to participate in the 9th International High School Forum sponsored by "The New York Herald Tribune". UNESCO and the French National Commission for UNESCO co-operated in organising the event which has been usually held in New York but was for the first time held outside the United States. The theme under discussion was "The World We Want". Other foreign sessions are likely to take place in Cairo, Beirut, Karachi and New Delhi.

LUXEMBOURG

The first "European" secondary school has been operating successfully for several months in Luxembourg. It was started in October last year on the principle "Five nationalities, four languages and one teaching method". The little Duchy of Luxembourg, situated as it is, is admirably suited for this purpose and the school's 70 pupils are drawn from Belgium, Holland, France, Germany and Italy. The High School has two classes each comprising four sections and together with the primary school opened a year ago and the Kindergarten, forms a community of 225 children who receive the same education in four different languages.

been able to spend their holidays in the city, visiting historical monuments, galleries and theatres and taking part in various activities organised for them by the Ministry of Education.

INTERNATIONAL BUREAU OF EDUCATION

The financing of education was the main subject discussed at the 18th Conference on public education convened jointly by UNESCO and the International Bureau of Education in Geneva this April. At previous sessions recommendations have been drafted on compulsory education and its prolongation, on the access of women to education and on the training and status of primary and secondary school teachers. Lack of funds prevented certain of these recommendations from being put into practice. Ways of solving this basic aspect of the problem were discussed. Delegates were provided with a comparative study on the financing of education based on data supplied by the various Ministries of Education.

The 16th edition of the International Year Book of Education, which covers 63 countries, surveys the increased needs of education and contains detailed reports up to 1953-54 on education all over the world including, for the first time, the USSR and other countries of Eastern Europe.

It reveals among other things that educational expenditure continued to increase steadily in all countries and a considerable part of this expenditure was absorbed by school building needs. For the first time there were cases where secondary and vocational education took precedence in this field

over primary education. Enrolments were also on the increase. Secondary curricula and syllabuses were revised in no less than half the countries. This fact in conjunction with the new emphasis given to the building needs of secondary education showed that the growing point of education is to be found in the secondary field.

U.S.A.

High School Education for Girls

The United Nations Commission on the status of women has published a study which explores the chances for high school education for girls throughout the world. In most countries separate high schools are provided for boys and girls, though this practice of segregation is not rigidly carried out, except in countries where by principle and tradition the sexes are segregated. Girls constitute only 27 per cent of the total high school enrolment in Asia, 28 per cent in Africa, but in Asian countries where co-education prevails, as for instance in Japan and the Philippines, the enrolment of girls is about equal to that of boys. Unequal educational facilities including a shortage of schools for girls were found in Asia, Africa and Latin America where sex segregation in education was strictest.

In Denmark girls are now admitted to training in wood work and boys may enter needle work and home management classes. In France in what are called "The new classes", handicraft subjects are taken up by boys and girls alike, but more emphasis is given to textiles for girls, metal work for boys. However, traditional ideas of what boys and girls should know still prevail in many high schools where girls have less opportunity to study such subjects as engineering, carpentry etc.

Plan for Outstanding Students

Under a new plan adopted by Yale University, outstanding secondary school students will be allowed to obtain degrees in less than the standard four years of college work. They may obtain two types of advanced college credit. Before entering, a student may satisfy certain requirements under which Yale undergraduates are required to take courses in certain general areas of studies, such as, Languages, Science, English and Social Studies before embarking on their specialised course. Students will receive special credit if their work in secondary school is of unusually high quality and if they receive excellent grades in their college entrance examinations. The secondary type of credit may be granted to students who have satisfied their requirements in one or more subjects and have achieved distinguished records in their freshman years. Students awarded three or more credits during their first year may be admitted direct to the junior year. They will thus save one year of study.

Gifted Pupils

The New York State Department of Education, conducting research on private or gifted pupils, has found that versatility rather than one-sidedness is the rule among them. Superiority in academic work is only one of their characteristics. While there is usually found among such students a quotient of intelligence of 120 or more, the intelligence quotient is only one factor in their ability to perform tasks more difficult than those usually assigned to their age and grade.

Here are some of the recommendations made by the Council to meet the needs of the gifted students:—

Every effort should be made to match learning activities to the level of the

pupil instead of matching the pupil to the level of the class; each pupil's activities, progress through schools, should be so planned by the school and parents that he will be graduated as an individual who will get adjusted socially, physically and intellectually.

Tests to Discover Talented Youth.

Fewer than half the high school graduates with ability to do college work now enter college, the President of the Educational Testing Service, U.S.A. reports while only one third actually graduate. Most students are deterred from entering college by lack of motivation rather than by lack of money. He said that identification of talented youngsters should take place before environmental circumstances, or limited development lessen their desire to profit from more advanced education. This by itself is not however sufficient. Pupils should receive suitably individualised instruction at the high school level which means that the pressure of space on schools today must be reduced.

Superior students should be permitted to complete grade school and High School in 11 years instead of 12.

Education for all is Education for None

Dr. Douglas Bush, Professor of English at Harvard University in a challenging article published in the "Sunday New York Times" complains that "Education for all", however, fine in theory, in practice ultimately leads to education for none. Mass education tends to reflect mass civilisation instead of opposing it. Dr. Bush suggests among others the following remedies:—

- (i) Automatic graduation from schools should not qualify any one for admission to higher education. The public must be convinced that higher

education is neither a birth-right nor a necessary badge of respectability.

- (ii) Junior colleges should be multiplied so that they can drain off a large number of the young who are unfitted for degree courses.
- (iii) The colleges and universities should make a concerted and factual demand that the schools should do a better job of work.
- (iv) The serious study of foreign languages should be encouraged.
- (v) Every effort should be made to foster promising students who cannot afford college.

A point in Dr. Bush's article that has received special attention amongst American educationists is that in contradiction to the American attitude towards the education of the handicapped, the nation has paid very casual attention towards the formal education of these citizens who have the best minds and the best personalities. The whole academic programme has been geared to the capacities of the average pupil. All too frequently superior performance by gifted pupils is made to appear unpopular rather than desirable.

Guidance in the Curriculum.

The importance of continuous intelligent guidance in elementary and high schools is stressed in a recently published report "Guidance in the Curriculum" issued as the 1955 Year Book of the Association for Supervision and Curriculum Development. The study makes the important point that guidance is not the sole responsibility of any special guidance Bureau. Rather is it the day to day job of the class teacher. The Year Book recommends that the teacher work closely with the

pupils and the parents. Too often the report notes, teachers do not know their pupils, they expect the "guidance experts" to do the job of counselling and they are as a result not aware of the strong or weak points of their pupils. There is little chance of fitting the school programme to a pupil if his teachers are not permitted to combine instruction with guidance. It is the task of the class room teacher to see that the content of his subject is learnt by the pupils who come to him. The task of the guidance counsellor is to help the pupil select the subjects which are suited to his interests, needs and capacities—to see that the pupil and subject "fit". No outside person—perhaps school psychologists or counsellors—can accomplish as much as the teacher who effectively remains the real guide to individual boys and girls.

In urging that class room teaching be made inseparable from guidance the educators who have prepared this comprehensive report recognise that they are taking an unpopular view. They do not discount the need for specialised guidance workers for they believe that some aspects of guidance must be separated from instruction as teachers are not specially trained or do not have time to deal with them.

The Year Book makes this other point: If schools are to meet the needs of all children, they must be able to help parents when parents need guidance. A fundamental preventive programme would begin in the child's pre-school years, extending opportunities for parent education and counselling for parents. Either a guidance specialist trained in child development and psychology, or a broadly trained Kindergarten teacher, of the regular school staff might serve as a guidance counsellor for parents.

THE TEXTBOOK SEMINAR, SRINAGAR— AN EVALUATION

Among the motivating beliefs which urged the Central Bureau of Textbook Research to run the Srinagar Workshop, the first was that any real improvement in the existing textbook situation could come about only when various professional people connected with one or the other aspect of textbook work were helped to do a better job in their respective fields. Mere preparation and propagation of model textbooks which are usually simply looked at and admired, are the unquestioned adoption of foreign standards and practices will not materially improve the situation. These people must be helped through systematic guidance to improve their technical "know how" and evolve solutions best suited to our country's specific needs. Here the servicing role of the Bureau for providing necessary guidance is clearly indicated.

The second belief is that the textbook is a social product—a fruit of the combined efforts of the people hailing from various walks of life—authors, publishers, editors, printers, illustrators, and indirectly, school administrators, teachers and students who as consumers of textbooks exert some influence on the quality of the commodity produced. An ideal textbook grows out of a perfect synthesis of the labours of these functionaries, each of whom has his own problems and personal interests to serve. Some of these problems are so obstinate that they defy all individual attempts at solution. So our textbook people need opportuni-

ties to engage in such cooperative activity as would lead to greater mutual appreciation of one another's difficulties and of the rare educational purpose behind a textbook which is, to answer a child's needs.

The third belief is that students and teachers must have their say in the preparation and choice of textbooks.

We therefore decided to organise a textbook workshop which would bring together all groups with a common interest in textbooks and provide the best atmosphere for co-operative activity and a practical solution of textbook problems. There was, however, one limitation. Our obligation, as a Central agency, to invite at least one representative from the Education Departments of all the States put severe restrictions on our invitations to other groups and we were obliged to exclude for the time being teacher and student representatives.

Among the 30 persons who attended the Srinagar workshop were authors, publishers, artists, training college professors, textbook selectors, foreign experts and State officers in charge of school publications. And with their considerable experience in the textbook field there was little wonder that on the very first day of discussion they came forward with a list of no less than 70 textbook problems!

The workshop was mainly exploratory. It was left entirely to the workshopers to develop its programme according to their own needs and interests.

In fact the complexity of the textbook problem had previously made it difficult for our small research unit to settle the question of priorities. So we adopted the only course left to us: We went to these field workers in the workshop to take "leads" for the first items on our future programme.

The workshop idea is, however, foreign to most of our educational workers. For this reason, we briefed our invitees with a note on the workshop way of learning. A list of suggested problems that occurred to us as significant in the textbook field, was also sent in advance. The intention in sending out this material was not to rob these people of their initiative but rather to provide food for their personal reflection on textbook problems before assembling in Srinagar. It was also explained that a workshop is not simply a meeting for general discussion that leads to a set of resolutions and recommendations as in a conference, nor a training course with a set programme of lectures and tests, but that we visualised it as true learning in which participants work on the problems of their own choice and through sharing and pooling experience in democratically organized groups, seek practical solutions to some of their difficulties.

The first two days in the Srinagar workshop were devoted to the discussion and grouping of problems of interest to the members. The usefulness of this, initial step is generally borne out by workshopers' replies to an evaluation questionnaire which was mailed to them by the Bureau a fortnight after the termination of the workshop. One of the delegates speaks of this early experience in the following words: "Every member of

the (general) group felt that his mental horizon regarding the textbook problems had been broadened inasmuch as he could appreciate in a much better way the extent and magnitude of the problem." Another delegate declared it was "very helpful" in giving "the participants an idea of the actual problems that faced the country as a whole". Yet another thought that "the method adopted is the only suitable method for group work out of which some tangible material for thought is produced." There were also a few who, although admitting the usefulness of these preliminary discussions, felt that "some time could have been saved in grouping problems if the workshopers had been given beforehand a still clearer idea about the general working of the workshop".

After the grouping of problems under some major categories had been fixed, the workshopers decided on the selection of problems for group study. For this they adopted two criteria suggested by the staff; i.e. problems chosen for this purpose must be, in the first place, significant, and secondly, their study must yield practical solutions which would make an immediate impact on the present textbook situation. By applying these criteria, six problems were ultimately singled out for group study. All the participants divided themselves into the six interest groups so formed. The first group undertook the survey, with examples of the use of exercises in textbooks. Others started studies on (1) procedures of selection current in various States; (2) the use of score cards for selecting language textbooks; (3) a practical manual on textbook illustration; (4) the improvement of physical aspects of textbooks; and (5) integrated course in social studies for the

third grade, with draft texts and teachers' manuals suited to the needs of U.P. and Hyderabad.

As the workshop programme was evolved freely by the workshopers themselves, it included items like "Exercises in Textbooks" which the staff had least anticipated. On the other hand it excluded such items as "How to Use a Textbook" which the staff considered highly important. The probable explanation in the latter case is that we had no school teachers among the workshopers and therefore none of them felt it as significant a problem as others actually confronting them. The Bureau had, however, prepared itself for such eventualities by devoting about a month to the collection of the best textbooks, documents, research studies about a wide range of textbook problems and also to the preparation of some papers based on Indian and foreign data. In spite of this preparation, we could not build up library resources so adequately as to cover all the subjects in this highly specialized field.

The work came into full swing after the interest groups were formed. According to a delegate "Each problem was tackled keenly and we tried to understand one another's point of view". Another delegate records his satisfaction that his own problem of drawing out an integrated course in social studies drew many companions close to him and an homogeneous interest group was formed. "From the workshop I emerged clearer in my views regarding the form and techni-

que of integration". The staff of the Bureau in their advisory role tried to help without dominating the discussions.

A delegate while appreciative of the help provided by the staff thinks "that had the staff known our problems beforehand they could have equipped themselves in advance to help the workshop in a much better way". This comment points to the need of associating intending participants with the planning of the workshop. The problem areas which interest them should be clearly known to the staff so that they can prepare themselves adequately.

The workshop had a good start but inclement weather held up work for days. The reports produced therefore could not go much beyond presenting complete blueprints of the projects undertaken. Although nobody can claim unqualified success till the projects initiated at the workshop are completed, the members have emerged with a sense of achievement from their short co-operative experience.

To the Bureau of Textbook Research the experience has been equally gratifying. It has confirmed our beliefs and showed us the way for future work. We are now engaged in producing source materials for guidance to workshop groups in their follow-up work, so that we have the satisfaction of influencing field workers without wresting the initiative from them.

Q. H. Zaidi

BOOK REVIEWS

The Common Secondary School: Brian Simon. (Lawrence and Wishart 9/6d.)

MR. SIMON questions the rigid division of the English educational system into secondary modern, technical and grammar schools and claims that an alternative, more truly democratic policy is not only possible but imperative. His visits, early in 1954, to most of the comprehensive schools in England and Wales form the background of this book.

Those who are familiar with the author's earlier book "Intelligence Testing and the Comprehensive School" will find this short but masterly analysis equally persuasive. "Two policies stand opposed", he says in the Foreword, "that of selecting children at ten and segregating them in different types of school after the age of eleven and that of educating all together in a common secondary school"—a school open to all and serving each local area. He quotes statistics to show the inevitable frustration and disappointment to parents and children when, as in Nottingham, for example, 4,400 children had to compete for 447 places in the grammar schools. If there are only 447 places the rest of the 4,400 must inevitably 'fail' the selection examination and be sent to the secondary modern schools where they receive inadequate attention, and are turned out incomplete products of an indifferent system at the age of 15 or 16 to find their place in the world or drift along as misfits in life. The resulting anxiety neurosis and social

wastage is one of the most important aspects of the crisis in secondary education.

Arising from the social inadequacies of a system in which only one in five has a chance to get higher education, is the serious lack of trained scientific personnel which has become a menacing problem in Britain. "A country that fails to transform its educational system to meet this challenge cannot hope to make its contribution to world economy or to maintain its standard of living."

Mr. Simon deplores the system of intelligence tests and the arbitrary selection of talent. Equally he deplores the exclusiveness of public schools. To combat the present crisis he suggests that more schools with better equipment should urgently be provided, and the common secondary school come into its own once more. Selection and 'streaming' at the age of eleven have disastrous effects on many who fail to make the grade, and should be discontinued.

The book gives a brief historical sketch of British educational policy since the 19th century, and thus presents no difficulties to those unacquainted with the various types of schools in Britain. It also contains a number of useful and informative appendices.

The tripartite form of education does not obtain in India and in that sense we may not find many problems in common in this field, but when Mr. Simon talks of the pressure of numbers

and of schools bulging at the seams, inadequate building facilities, and insufficiently trained teachers, he talks a language we cannot fail to understand.

Kamala Khan

Deepak Readers I-V; Deepak Readers (Teacher's Notes) I-V: by J. F. Forrester; Oxford University Press.

It is not surprising that Deepak Readers I to IV have been reprinted for the third time with the fifth (1955) edition already in its second print.

These five readers, in English are evidently superior in production and content to most books of their kind on the market.

They are, in appearance neat and the colour and design of the books are pleasing. Despite their likeness to the usual illustrations in texts, the single-colour line drawings have character and clarity, but it is hoped this relatively weak aspect of the book will continue to improve.

The English language and the elements of English literature should not be difficult to acquire through the Deepak Readers. Stories which depict a continuity of experience in the life of Mr. and Mrs. Smith, the absent-minded Professor Green and through letters of Uncle and pen-friends to Mohan and Leela will sustain lively interest among children and enrich their knowledge of a foreign land in a pleasantly realistic manner. Among a good selection of poems there is obviously room here for the jingling rhyme of Rudyard Kipling. A few more poems of A. A. Milne and some of Carl Sandburg could have added an unconventional flavour and introduced the prevailing modern tone in poetry

which children do enjoy. Dickens is sheer delight to children of this age. Sketches of Uriah Heep, Mr. Micawber or other characters from Dickens could have been profitably added to a piece like "Inns and Coaches" which is indeed exceedingly well done.

The child's age-group and interests are appropriately balanced. A growing child's curiosity is bound to be stimulated by the collection of suitable factual material on the forces of progress in contemporary India. The specially good chapters are "Preparing a Camp" "Community Project", "New and Better Food" "U.N.O. and You".

By subtle handling of ordinary stories the authors inject light humour and fun into commonplace situations. The village comes into its own through the charming narratives of the feasts of "Mattur Pongal", "Onam" and "Dasara". All these are refreshing and notably welcome aspects of the book, conspicuous by their absence in most readers portraying the immediate environment, usually in colourless terms, of the Indian child.

But the best entertainment wrapped round a precious grain of wisdom is provided in the selection of ancient tales from the East and the Middle East which one never tires of reading.

Teacher's Notes are wisely conceived. Wherever possible, demonstration of concepts is suggested for a more meaningful learning experience. The emphasis on grammar is carefully developed. The Notes are separately printed and priced from the readers. Incidentally, when children's books are not yet subsidized to any large extent in India, the prices of the texts ranging from 15 As. to Rs. 1/10/- is not too much to pay.

Roshan Marker

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- Christ Educ*—Christian Education. Rs. 2. E. B. Paul, Business Manager, 3, Wesley Road, Jabalpur. (Madhya Pradesh.) (q).
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- Sch World*—School world. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (b).
- Social Educ*—Social Education. S. Raghavan. Executive officer for adult education, Office of the D.P.I., Trivandrum.
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- South Ind Teach*—South Indian Teacher. Rs. 5. 520, High Road, Triplicane, Madras-5. (m).
- Teach Jnl*—Teacher's Journal. Anila Devi, ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).
- Teaching*—Teaching. Rs. 4. The Editor, c/o Oxford University Press, Post Box 31, Bombay-1. (q).

KEY TO ABBREVIATION

- † Continued on later pages of same issue.
- & and
- Ap April
- F February
- Je June
- Mr March
- My May
- b Bimonthly
- m Monthly
- no Number
- q Quarterly.

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The following is a sample explanation of abbreviations used:—

Mukerji, P. K.

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The article of P. K. Mukerji will be found in the *Education* volume 34 number 5 on pages 34 to 37 of the May 1955 issue.

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Adult education scheme of Bombay. R. V. Parulekar. *Sch World* 20: 55-60 Ap-My '55.

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MALADJUSTMENT OF ADOLESCENTS*

I WOULD like to extend a cordial welcome to all the delegates, teachers as well as students to this Seminar. We are grateful to the Osmania University for having undertaken to organise a seminar on this rather difficult problem. Hyderabad, I am sure you will agree, has been a very excellent choice for this purpose. It is not only centrally situated, but also offers a fine combination of different cultures. Now that young men from different parts of India have come to Hyderabad and have an opportunity to see how this synthesis has been achieved, I trust it will help them in furthering the cause of synthesis in their own areas.

I am also thankful to Professor Bhagavantam for the interest he has been taking in the project. We started in the teaching profession almost in the same year and in the same University. I had every hope that the arrangements he has made would be good. I am now sure that under his guidance, the Seminar will prove a success.

This is certainly the first time in India, perhaps one of the first times in the world, that students and teachers are meeting to discuss a problem which is as difficult as it is important. We may in fact regard it as a seminar to study how the younger generation can best adapt themselves in the changing world in which they are born. We need not, therefore, be worried too much by the title of the Seminar. I think it is not really so much a problem of maladjustment that confronts us as the problem of disequilibrium. Maladjustments no doubt occur, and if a society is to survive, they must be resolved as speedily and as effectively as possible. The problem of disequilibrium on the other hand is a

perennial problem, because human beings differ in their points of view and are continually changing. Problems of disequilibrium do, and must continually arise. I would like to add that if there were no differences and hence no disequilibrium, there would be no progress in society. Disequilibrium leads to dissatisfaction which urges man to further progress. We should not, therefore, be afraid of a certain degree of disequilibrium among students, so long as it does not lead to maladjustment and indiscipline. The difference may be one of degree, but here as elsewhere, these differences in degree are of vital importance for the maintenance of social health.

One reason for the unrest among the young in the modern world is the growing contact among many civilisations. In earlier ages, young men and women were brought up in traditions that were accepted without question. They accepted them without demur and were often unaware that things could be different. Today, different civilisations are coming closer to one another and since they have different ideals and traditions, young people have a choice. The variety and at times contrariety of traditions leads to perplexity and confusion and young men and women do not know what to accept. In my study on "Student Indiscipline" I have tried to indicate the extreme forms which this problem has assumed in our country, but I can assure you that it exists in some form and degree in all countries.

Another reason for the intensity of the problem of adjustment in modern times is the impact of science on human affairs. The enormous advances in scientific knowledge have brought about more

* Summary of the inaugural speech of Professor Humayun Kabir at the Seminar on 'Problems of Maladjustment of Adolescent Students to Their Academic and Social Surroundings, held at Hyderabad earlier this year under the auspices of the Indian National Commission for Cooperation with Unesco.

changes in our life during the last five hundred years than in the fifty thousand years before. And the changes in the last fifty years have been more far-reaching than in the five hundred years before! Mechanisation has grown in a manner undreamt of in old days. Today, we take many things for granted which could not be thought of even fifty years ago. Just look at the change in modes of travel. About two thousand years ago, it is said that a Roman Emperor took 26 days to travel from England to Rome with all the facilities available to an emperor. About a hundred years ago, a British statesman took the same time to travel from Rome to London. Today it is a matter of only a few hours! The magnitude of such change has certainly disrupted our mode of life and thinking and it is not surprising that young people often feel that they have lost their moorings.

Today, the pattern of society is changing fast throughout what was once regarded as the unchanging East. The joint family system has broken up or is breaking. In the past, it provided security to the child as well as the aged. The younger generation today feels helpless and disturbed because these social supports have disappeared or are disappearing. Many of the manifestations of unrest and indiscipline among the young are due to this feeling of the loss of security. We know that often the weakest person is the cruelest, whereas the person who is sure of his position will not generally be aggressive. The absence of security is one of the reasons for the disturbance from which the young suffer throughout the world today.

There are certainly defects in our educational system but there is no point in condemning it wholesale. Our system of education may have been a foreign one when it was first introduced, but as the Chief Minister has so rightly pointed out it has now become a part of us. In human affairs, the terms foreign and native are relative. What is foreign today may become a part of our mental make-up while what was originally tradi-

tional may in course of time become alien. Societies and individuals are attempting to absorb and assimilate material which was originally foreign. The capacity for assimilation is one of the tests of life. Through assimilation and synthesis alone can we achieve integration which is a condition of physical and mental welfare, indeed for the very survival of the individual and the species.

We have to aim at personal integration so that the individual can be happy and self-possessed. We have to aim at social integration so that the individual, as a member of the community, may be willing to restrict his demands under-sake of others. All this demands understanding, toleration and sympathy. As such, the urge to integration is the essence of the spiritual outlook and it is of tremendous significance for the future of the world that it should be developed on as large a scale as possible.

The problem of disequilibrium is perhaps more marked in the South and the South-East Asian countries today than in Europe or America. This is so because here we are attempting to achieve in decades what was achieved by the West in centuries. We are living at a time when two worlds have come together, when the past and the future have met. That is why in such a context, all cannot adapt themselves to the new situation with equal alacrity. Some continue to live in or pine for a past that has vanished. Others take the unrealised future as if it were an established fact. The young are most perplexed by these claims of different times, different ideals and different faiths. That is why we find among them, not only disequilibrium but also maladjustments. This seminar, I hope, suggest measures which will make adjustments between the regions and between the generations easier.

The living conditions in our villages also contribute to the maladjustment of our youth. Excepting for a small minority, the majority of villagers live in houses

which cannot be called proper houses. That is why young men who come to the cities and experience the more comfortable conditions there do not want to go back. Even if they are forced to go back, they chafe and are discontented. The only way of dealing with this problem is to improve conditions in villages and bring them a little nearer the town. You are no doubt aware that a beginning has been made through the community projects programmes. All young men and women have a duty to the country in furthering these programmes intended to transform the countryside.

This Seminar is meant to obtain the views of the young and the not-so-young on these and allied problems and to discuss possible solutions on a footing of equality. I would in this connection draw your attention to a paradox which baffles many. The progress in our country in the last seven years has been tremendous, but there is also great dissatisfaction. One may almost say a sense of frustration among the young. We shall have to find out the causes of this dissatisfaction and in any case ensure that it does not express itself in any wrong way. Much of the energy of the youth is frittered away in meaningless revolt. This could be utilised in a hundred useful ways. The young owe it to the country to prepare themselves for future responsibilities. Apart from this task of self-improvement, they can and ought to engage in activities like building better roads and houses in the villages or carrying the torch of literacy to the illiterate millions. Let young men dream of better things and be discontented that things do not improve as quickly as they wish. Out of such dissatisfaction will arise the urge to

progress. The older generation must also play its part in this process and see that the energies of the youth are canalised in the right direction. This is where teachers have a decisive role to play, but they must remember that only those who learn can teach. Once one stops learning, he also ceases to be a teacher in the true sense of the term.

I hope this Seminar will discover some of the causes which are responsible for lack of greater cooperation between the teacher and the taught and suggest methods by which the distance between the generations may be overcome. Young men have their problems. The older generation may think the problem imaginary, but so long as the young are disturbed by it the problem is real. Young men and women must also seek to understand what the older generation feel and think. There is always a tendency for the generations to drift apart. Father and son generally look at a problem from different and sometimes from contrary points of view. The cement of social solidarity is thus loosened. The result is loss of integration in the community and the individual and weakness and dissatisfaction all around. This Seminar, will, we hope, contribute to better understanding among the different generations. Such understanding is the prelude to common thought, common feeling and common action. That is why it can prove to be of the greatest service to India, for anything which helps to develop social solidarity and better understanding is of interest and value to the nation.

I wish the Seminar every success.

* * *

ANNIE BESANT ON STUDENTS AND POLITICS

"Now I will tell you why I object to boys being thrown into political conflicts. They may ruin their whole lives in a sudden surge of excitement, and in their manhood bitterly reproach those who took advantage of their inexperience.

While education is under the control of Government, and the fate of every boy is in the hands of the officials of his town, it is cruel to fling the lads against them. A boy dismissed from school or college, and refused a leaving certificate,

has his education ruined and his future livelihood destroyed. When people unaccustomed to political action suddenly plunge into it, they are apt to think after they act instead of before. Here lies one of the dangers in India's awakening, and that is why I said, I fear it has come too soon. Those who are trained in politics, as in my past life I have been—for I have taken a large part in the political struggles of the people in England, and I worked there in difficult times side by side with my old friend, Mr. Charles Bradlaugh—make it, as we made it, one of the rules of political life never to tell another man to go where there was risk, where we did not go in front; never to tell a procession to go where there was danger, unless we walked in front, so that we should be the first people on whom blows fell. It was the glory of Charles Bradlaugh, when he lay on his death-bed, that despite his struggles and difficulties, there was not one home that had been made desolate by him, not one man who had gone to jail for the work that he had asked him to do. The front is the place of the leader; it is the place of the man, and not the place of the boy.

There is another reason why it is bad to send boys to the front. There can be no wise politics without thought beforehand. People who shout first and think afterwards make a mob, they do not make a political party; and that is the thing that the boy does. How much do you think a boy of this height (pointing to a boy about four feet) knows about the good or the evil of the Partition of Bengal? He shouts out and protests. It is bad training for the future. In the College, students should discuss political questions, social questions and economic questions. They should debate them, discuss them, and talk them over in every possible way. We train them to do

that in the Central Hindu College. But we do not allow them to protest against the Government. And the reason is a very simple one. When they have discussed these questions beforehand, when they have talked them over, then when they have gone out into the world, they will be ready to form rational opinions. But if, before they study and understand the questions of the day, they shout out their approval or disapproval out of empty heads, they make a great deal of noise, but noise of no value, like bladders which when beaten, make a noise, but collapse if you prick them with a pin. I do not want India to work along those lines. Train your boys to think first and then to form opinions not to call out first and then wonder what they have been shouting for. That is bad moral training. It puts boys on wrong lines, and it takes away that profound sense of responsibility which ought to be at the heart of everyone who mingles in political life. For remember what playing at politics means. Remember that it means playing with property; it means playing with liberty; it means playing with the lives of men. Leaders in the political arena have to remember all that when they take the responsibility of calling men to action. When you have a man like Mr. Gokhale—who has trained himself by years upon years of study and of self-denial, by his self-sacrificing work in the Ferguson College, for twenty years, on seventy-five rupees a month and a retiring pension of twenty-five rupees a month, when you have a man trained in that way, and one who studies every subject to the very bottom before he speaks about it, then you have a man who may be trusted and of whom a nation may well be proud, a worthy leader in the political arena."—From a lecture.

THE IN-SERVICE TRAINING OF RURAL TEACHERS*

It is a truism that can bear repetition that teacher education is a continuous process that does not end when a student-teacher leaves his training institution nor when he is confirmed in a teaching post. A teacher needs to be continually learning, and for this reason he is continually in need of expert guidance and help. This is more true of rural primary teachers than of others because their scholastic or academic preparation is generally inadequate to serve as a satisfactory background for their professional training. Teaching is both a science and an art, and it cannot be mastered in a training institution. Besides maturity and experience which are necessary to judge the relevance of educational theories to the day-to-day problems of teaching, occasional advice and direction from more experienced educators is always valuable.

The world of today is a fast changing world which requires that education should be a dynamic, progressive process that not only prepares boys and girls for the life of today, but also anticipates the future for them. The modern teacher, therefore, needs to be up-to-date in his knowledge of the new trends in educational practice. He should be able to seek and locate new viewpoints on older practices and to correlate and harmonise the old and the new. In modern education, and particularly in Rural education, the complacent teacher who has ceased to learn and therefore to grow, has no place.

Yet another reason why rural teachers need in-service guidance is because they

are required to participate in community planning and living and to act as advisers to all kinds of community groups. They need help in gaining new insight and in acquiring knowledge of new techniques for working out new programmes of community activity and community development.

DIFFICULTIES

Today, there is little in-service guidance and advanced training available to rural teachers, and this little is not sufficiently used by them. There are several reasons for this. To begin with, educational administrators as well as the general public have, on the whole, a narrow conception of the job of the rural teacher. Rural teaching tends to be regarded as a commonplace business for which commonplace people will do. "Our attitude towards it, if not exactly patronising, tends to be somewhat superior."

Next, supervisors of Rural education (or inspectors, as they are still called) are not particularly enthusiastic about rendering help to rural teachers. In most cases this is understandable because they are really not in any position to help; they are either overworked and overburdened with routine checks and reports or they are professionally incompetent to give any useful guidance. The real function of a supervisor should be to help teachers to do the best job of teaching that they are capable of doing, which means that supervisors themselves must be continuously growing and developing in professional knowledge, experience and ability. Then

*For a detailed study of the subject, refer to Ministry of Education pamphlet No. 11 in the series "Studies in Education and Psychology"; price-12 annas, obtainable from the Assistant Educational Adviser (Publications), Ministry of Education, Government of India, 31-Theatre Communication Building, Connaught Circus, New Delhi or the Manager of Publications, Publication Branch, Government of India, Civil Lines, Delhi.

¹Richmond, W. Kenneth, *The Rural School*, p. 7 Alvin Redman Ltd., 1953.

too, their attitudes towards teachers should be helpful. Teachers should feel that they can have free, frank and impersonal discussion with them. They should feel encouraged to seek the help of their supervisors, and to invite them to visit their classes or to confer with them on problems that are exercising their minds. One problem with which most rural teachers are faced is assessing their own work—of knowing whether they are succeeding in meeting the needs of their pupils and the needs of their communities. Supervisors should be able to help such teachers in making an appraisal of their efforts.

A lack of recognition of in-service professional growth is a third reason why programmes of in-service training are not popular among teachers in general and rural teachers in particular. As it is, the rural teacher, specially the primary teacher, draws a meagre salary and is financially backward. Is it not a little too much to expect the average teacher to be enthusiastic about his professional growth or his cultural development beyond the level of pre-service training without any incentive whatsoever either in the form of salary increase or public approval? Dr. Otto is right when he says that "only the most altruistic can maintain enthusiasm during a long period of inadequate wages and public indifference."²

Rural teachers should be provided with more opportunities for professional contacts with other teachers, with supervisors, with educational administrators and with public men interested in education. It should be an important function of a programme of in-service training to provide such opportunities, as professional isolation tends to engender an indifference to self-improvement among rural teachers. If such teachers are to be helped to keep alive the idealism and the enthusiasm with which they joined the profession, they should not be made to work in a professional vacuum devoid of all stimulus for growth and efficiency. A well-

organised programme of in-service education will also make provision for geographical difficulties such as distance and inadequate transport facilities that often prevent rural teachers from attending courses, seminars and conferences, when these are held far away from their scene of work.

There is a tendency among teachers to move from one community or place to another in order either to come nearer home or to get a higher salary. In some cases, they move because they want a change. This tendency operates against the success of the in-service education of teachers, preventing them from striking root in the community they are serving and consequently affecting both their knowledge of the community's problems—educational and social—and their interest in the community's welfare. The practice of frequent and thoughtless transfers which are unduly common in some states also has the same adverse effect.

CONDITIONS FOR EFFECTIVE IN-SERVICE GUIDANCE

There are several conditions necessary for effective in-service guidance. A basic condition is a comprehensive view of his work on the part of the rural teacher together with a sense of responsibility and a genuine desire for self-improvement. The teacher must identify himself with the school and the community he is serving. The extent of such identification will, as a general rule, be a measure of his willingness to undergo further training and to receive guidance from others more experienced than himself. In the interests of Rural education, it has become incumbent on educational administrators to spare no efforts to provide rural teachers with the necessary encouragement for self-improvement.

Teachers' organisations have an important role to play in in-service guidance. To provide rural teachers with the professional inspiration and the sense of belonging that they need to

²Otto, Henry J., *Principles of Elementary Education* p. 378, Rinehart, 1949.

maintain their morale in the face of the difficult odds, is one of the most important functions of these organisations. They should be able to provide rural teachers with opportunities to get together to discuss their common problems and to find solutions to them. Left to work on their own and to help themselves as best as they can, rural teachers are apt to lose heart and gradually to become indifferent to their work; but the active interest of teachers' organisations can be a potent factor in sustaining their enthusiasm.

But it is the training institution that should be primarily responsible for in-service education. Training schools and colleges should not regard their in-service training function as secondary to their responsibility for pre-service training. If rural schools are to be improved, training institutions will have to assume leadership in Rural education over wide areas. They will have to bring together teachers, principals, supervisors, other school executives and their own staff members to study what the rural schools are doing for their pupils and for their communities and jointly to prepare plans and programmes of cooperative action for improving the existing facilities.

The active cooperation of the community will always be necessary for any programme of rural development, including Rural education. Cooperation has been defined by Dr. Kreitlow as "pulling together in selective but co-ordinated roles."³ The different organisations existing in the community—social, cultural, religious, and so on—should be encouraged both to cooperate with teachers in their school programmes and also to welcome teacher participation in their efforts for community welfare. The goal to be aimed at should be the fullest possible coordination between the school and the larger community that it serves.

Supervisors (or inspectors) of rural

³ Kreitlow, Burton W., *Rural Education: Community Backgrounds*, p. 138, Harper and Brothers, 1954.

schools should also be enabled to give the greatest possible measure of cooperation to teachers. They can only do so if they are relieved of much of the routine checks and the clerical work that they are expected to do today. This work leaves them little or no time for guidance and prevents them from preparing themselves for useful and constructive supervision. It must be borne in mind that supervisors need facilities for growth just as teachers do. Also, it is necessary that a wholesome relationship should exist between teachers and supervisors. The older "inspector-inspectee" relationship must give way to a newer relationship in which the supervisor is viewed by both teacher and supervisor as a friendly and helpful consultant. The traditional relationship was never conducive to the best kind of growth in either the teacher or the inspector. It failed to encourage teachers to approach the inspector with their problems and difficulties; more, it tended to scare teachers away from him, with the result that the inspector's visit, instead of providing an opportunity for guidance, proved to be a source of strain and apprehension. Rural teachers in particular, because they tend to be weak in personal resources, need the professional friendship of the supervisor to help them to realise their highest potentialities and to adjust themselves to their communities.

Mutual trust and cooperation must also characterise the relationships between teachers and educational administrators, if any programme of in-service education is to succeed. Today, teachers have little or no voice in educational planning. If teachers are to take a greater interest in their work and be more enthusiastic about their own professional development, they should have their fair share of educational planning. They should be consulted more in the preparation of new plans and the adoption of new policies if their vital, firsthand experiences and considered judgments are to be reflected in the educational

Community Backgrounds, p. 138, Harper and

tional programmes which they are required to execute. Educational administrators must elicit the cooperation of teachers, through their appropriate representatives in all aspects of educational planning. They must evince not only a greater faith in the ability of teachers to carry out programmes of educational reconstruction but also a deeper trust in their seriousness of purpose and enthusiasm for work.

IN-SERVICE EDUCATION AS IT SHOULD BE

We have considered some of the conditions necessary for a successful programme of in-service education of teachers. Let us now consider some desirable characteristics of such a programme for rural teachers.

It is imperative that the programme should be voluntary. Any compulsory programme of in-service education is doomed to fail. If teachers participate in such a programme they should do so out of an awareness of their own needs and because they are anxious to improve themselves and to be of greater service to their pupils and the communities in which they are working. It is an important function of those who provide the facilities for in-service development to enthuse teachers with a keenness to improve themselves.

Then, in-service guidance must be personal in the sense that it meets the needs of individual teachers and helps to solve their individual problems. This does not mean that guidance may not be given collectively. There will always be a place for some forms of collective guidance, such as lectures and courses; but in all such cases care will be taken to see that individual teachers are benefitted and helped to tackle their problems with greater confidence.

Next, guidance should be practical. It should deal with the real problems with which the teachers are faced. These problems may be either personal or professional. The traditional academic type

of extension courses that are out of touch with realities of the situations in which rural teachers find themselves and that do not offer practical and reasonable solutions to their problems should be rigorously eschewed.

Then again, the programme of in-service education should be a growing, vital programme. It should keep in step with the changing needs of Rural schools, of rural teachers and of rural folk. It should recognise the fact that the old order changes, howsoever slowly, even in the rural countryside, and that the rural teacher needs new insights and new techniques to deal with the new problems that emerge. A programme that is static and out-of-date cannot be expected to contribute much to the further growth and development either of teachers or of their pupils or of the communities served by the teachers.

Finally, in-service guidance should be stimulating. It should inspire rural teachers with a sense of responsibility and a greater enthusiasm for service. It should help to develop in them the qualities of self-reliance, initiative and originality. It should make them consciously proud of the role that they are playing in national reconstruction.

FORMS OF IN-SERVICE GUIDANCE

There are several forms that in-service guidance can take. Good supervision by supervisors is one form. Teachers should utilise the periodical visits of the supervisor to present their problems to him for his suggestions and advice in their solution.

Another form of guidance can be provided by training institutions through a variety of consultative services. Training institutions should be in a position to serve as centres of educational endeavour within their areas, collaborating with the schools around them and helping them to resolve their difficulties. For such work they will certainly need to increase

the strength of their staffs. The members of their extension departments, with the occasional assistance of the members of their teaching staffs, should engage in cooperative planning with teachers and community leaders, encouraging cooperative methods of work in the solution of school and community problems. Training institutions could also give guidance to rural teachers through a variety of communications, such as reports on specific experiments or investigations, curriculum guides, and radio broadcasts.

Next, teachers themselves, through their associations, should be able to provide opportunities for discussion of common problems. They should organise group meetings, study circles, seminars and conferences. These could be organised on a local, district, state or all-India basis. The value of such meetings is that they provide opportunities for the exchange of experiences, for the assimilation of different viewpoints and for the coordination of efforts. Rural teachers should organise their own meetings and conferences to discuss their own special problems relating to Rural education.

A fourth category of in-service training facilities consists of such activities as short-term courses, summer schools and workshops, which are intended mainly to provide opportunities for the extension of knowledge and experience. Through such activities teachers are enabled to keep themselves abreast of the extending frontiers of research in the theory and practice of Rural education.

Finally, the teacher who is truly and deeply interested in his work can always

educate himself by his own effort, by keeping in touch with educational literature. The rural teacher is hardly in a position to buy books or to subscribe to educational journals; and therefore the provision of good library facilities for teachers in service devolves upon the training institutions, the teachers' associations and, ultimately, the state departments of education. Perhaps the best way to provide these facilities is through mobile libraries which should reach teachers regularly at least once a fortnight.

Rural teaching is at once an exacting and a fascinating business—exacting because of the difficult conditions in which the rural teacher works; fascinating because of the comprehensive, varied and satisfying nature of the work involved. The rural teacher becomes a part of the rural community, and rural teaching becomes one with rural living. Only high-minded, self-sacrificing spirits should take to rural teaching; it is not for the easy going. Rural teaching, to borrow the words of Professor William Lyon Phelps, "is not merely a life work, a profession, an occupation, a struggle: it is a passion." Only those who have a passion for rural teaching and rural living and who can consecrate themselves to it can acquit themselves with credit in this great work that is concerned with nothing less than the building of a people, the building of communities of happy men and women, the building of a nation. The magnitude of their task entitles rural teachers to the active and enthusiastic assistance of other educational workers and of the great public in the efficient discharge of their duties.

E. A. Pires

PLANNING SCHOOLS FOR TOMORROW

We publish below the first of two instalments of "Planning Schools for Tomorrow" by J. G. Fowlkes, Educational Consultant to the Ministry of Education. These articles were written several years ago before the end of World War II. They were written of and for American schools and for an American public. There is in them, however, so much that is immediately applicable to the educational scene in India today that we are republishing them. In this issue we publish "The Case for Planning" and part of another section, "What Kind of Schools?" In the March, 1956 issue of the Quarterly we will publish the second and last instalment of this thought-provoking study. The Editor invites comments on both instalments. Contributions, if published, will be paid for and should be addressed to the Editor: "The Education Quarterly," Ministry of Education, New Delhi.

The Case For Planning

THERE are two radically different views with respect to social and economic development. One of them, characterised by the term *laissez faire* or "pretty much do as you please," holds that the most desirable and the greatest amount of development occurs when there is no direction other than that which is inherent in the activities themselves. The extreme proponents of this view even argue that any concerted effort to direct social development is likely to result only in harm.

The other view holds that socially desirable development does not simply occur but that behind it there is intelligent direction towards the accomplishment of a definite purpose or purposes. This view is proving increasingly acceptable. It appears to be the only tenable view as population increases and as social institutions become more and more complex. This basic philosophy leads to considered attempts to regulate human activity and to direct it toward desired goals. Involved in the second view of social development is the idea of planning, which is nothing more than charting courses toward goals that have been agreed upon.

Why Plan?—Nothing seems more certain than the fact that "the good old

days are gone." The impact of economic changes, technological developments, movements of population, and governmental controls upon the activities of every individual is stimulating a type of thinking that is little short of revolutionary. The fears produced by the economic depression of the early thirties have by no means disappeared, although they may have temporarily subsided. There is grave danger that when the end of the war is in sight there will be a wave of hysteria induced by fear of an impending economic crash. This is clearly recognised by many farseeing persons, and some of them are proposing plans and policies to avert such a disaster. In fact, plans, both governmental and non-governmental in origin, are being laid to cope with the situation.

Equally important is social planning for the post-war period. Such planning must be comprehensive if it is to be effective. All types of useful social institutions must have place in it. Education as a basic social enterprise must have important consideration, and it behoves those who are interested in educational service to concern themselves with plans and policies for the future. Educators and laymen who are interested in adequate provision for the education of all the people have to recognise that new con-

ditions demand both an expansion of successful practices and policies that have been developed and the devising of new ways to meet the new situations.

Planning facilitates social progress in several ways. First, through planning there can be agreement concerning what is to be done; everyone can understand what is proposed and can accept or reject it. This is in accordance with democratic traditions and practices. Second, individuals and groups can cooperate more easily if plans have been made than if no course has been laid out. Third, effort and funds can be saved by following a well laid-out scheme, and the results are likely to be much more satisfactory than if sole reliance is placed upon trial and error in attaining the desired purpose. Only by systematic and carefully executed planning can educational needs be met adequately and economically.

What is involved in planning?—Educational planning has long been accepted. The educational survey, conducted in accordance with scientific procedures, has been widely employed in evaluating educational practices and policies and in planning improved educational services and facilities.

Today, however, there is greater concern than ever before over the integration of educational planning with social planning in general. What does comprehensive planning involve? In a recent report of the National Resources Planning Board, the pattern of social and economic planning, in so far as it can be said to have a pattern, is summed up as follows:

1. The determination of goals.
2. The inventory of conditions.
3. The discovery of needs as the inventory is compared with the goals.

¹ National Resources Planning Board, National Resources Development Report for 1942, p. 125-126.

4. The projection of alternative solutions.
5. Policy making, or the choice of the most feasible alternatives.
6. The absorption and execution of the plan by the community, State, or nation.¹

The United States of America is committed to a democratic way of life. We are, therefore, committed to a programme which prepares people for living in a democracy. A national culture that will produce a citizenship qualified to lead a democratic life demands complete co-operation among both individuals and groups. The creation and the maintenance of a social environment which will produce the types of citizens demanded by our democracy require:

1. A universal understanding of what the social needs of citizens in our democracy are. What are the needs and hence the goals?
2. A recognition of the specific agencies and services necessary to provide the experiences that our citizens need. How can needs be met?
3. An examination of our existing institutions and services in the light of the social objectives or goals that have been adopted. Out of this examination should come a recognition of the extent to which our present social opportunities are adequate and inadequate, satisfactory and unsatisfactory. How well are we meeting our needs?
4. A concerted effort by all to improve existing social institutions and services and to establish the types and kinds of institutions and services that are needed. What should be done?

Only to the degree that consistent and continuous effort is exerted toward the improvement of the existing social situation can a satisfactory pattern of living be achieved.

Who should plan?—Social planning must be recognised and assumed as a responsibility of each and every person, both individually and collectively. Leaders in education, health, library service, recreation, art, and all other areas of cultural development can point the way in planning opportunities for social welfare and growth, but the general citizenry of this country must join with leaders in this essential activity. It is the duty of leaders to propose, to explain, and to interpret what seem to them to be imperative needs for improvement in the cultural programme. It is the function of the citizenship as a whole to consider, review, refuse or adopt, and put into effect the proposals of the leaders.

Specific provision for participation in planning by all interested adults should be made. Councils, planning commissions, committees, and conferences on planning are some of the groups by means of which planning may be effected. Opportunity to participate in social planning should also be given to the youth of the country. Youth should have the right to help decide their own fate and to acquire the habit of looking ahead and cooperating in the establishment of a programme which will protect them in their old age from the social deficiencies that now exist. Youth councils should be established in local communities and counties throughout the country. Such councils might well be patterned after the youth councils of England and should include both youth and adults. The organisation of youth councils might be centred around the office of the city or county superintendent of schools and should include representatives from all public and private agencies that are concerned with planning a sound social programme. Youth should be listened to as well as listen. Since planning for democracy involves participation of all

citizens, the methods and procedures employed must lend themselves to full use by laymen as well as professional workers.

How to plan.—There is great need for the development of improved methods and procedures of social planning. Such methods and procedures must furnish ways and means for examining our social institutions in terms of our social idealism. Some of the basic questions which should be raised in such an examination are as follows:

1. Are the existing institutions rendering the services that are needed?
2. Are the services rendered by existing agencies as adequate as they should be?
3. Are the existing institutions soundly organised and are they operating efficiently?
4. Can present institutions be changed so that existing inadequacies in the present social programme can be met?
5. Are new and different social institutions needed, and if so what are they?
6. What changes are needed in existing legislative and statutory provisions which control our social programme?
7. To what degree are the national, State, and local governments—
 - (a) Financially responsible for social institutions and services?
 - (b) Meeting their financial responsibility in terms of their financial ability?
8. How can the national and State governments increase their financial support of these institutions

and services without reducing the strength of State and local governments?

What are our needs?—As previously indicated, the services available to people should be based upon human needs in terms of the requirements of good citizenship in the society of which they are members. A good citizen should have the ability to work, the opportunity to work, and the personal qualities which enable him to participate in, contribute to, help improve, and enjoy the activities of life which bring personal satisfaction. These requirements for good citizenship demand provision for the mental, manual, physical, and social (including spiritual) development of individuals. No single institution or service can offer all the cultural experiences needed for complete living.

The institutions and services of an adequate social programme must be as varied as the needs. Three major types of services that are necessary are educational, health, and recreational. These services demand corresponding agencies, such as schools, libraries, clinics, parks, playgrounds, theatres, camps, museums, councils, commissions, and working arrangements with any and all public and private institutions which can help people to have the experiences they need.

Functions of the cultural heritages.—It is increasingly evident that social progress has lagged behind industrial and economic progress. Educational and social agencies usually have emphasised the perpetuation and preservation of traditions and customs. The cultural heritage of any people includes much that should be jealously guarded and preserved. At the same time a heritage from the past inevitably includes many concepts and ideals which were developed in a social setting that was largely, if not entirely, different from the existing social scene. Consequently, it is essential to recognise that the cultural heri-

tage of a people has the functions not only of preserving and maintaining social philosophies but also of furnishing the basis for evaluating and adapting social belief and practice to current and future needs. In planning to meet such needs, new and more effective means and methods of education are of primary importance.

WHAT KIND OF SCHOOLS

The goals of education have recently been stated as follows:

To provide for every child and youth education and training of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.²

A sound operating charter for public education involves (1) the best possible educational opportunity in the light of financial resources that are or can be made available; and (2) operating efficiency in the management of public education so that maximum value per dollar spent is realised.

A system of public education that will meet these goals and observe this charter must conform to the following requirements:

1. A full programme of education adapted to the capacities and interests of all the individuals whom the schools should serve.
2. Carefully selected teachers, supervisors, administrators, and specialists, such as nurses, physicians, dentists, psychiatrists, librarians, etc., who are competent, well-prepared, and interested in the development of community life.
3. Safe and sanitary school buildings, adapted to the educational experiences and services to be offered, and adequate grounds and suitable

² National Resources Planning Board, op. cit. p. 129.

equipment and instructional materials.

An effective State and local organisation, coordinated with other State and local educational and social agencies, which makes possible the efficient offering of needed educational services. Advisory service from the Federal Government should be available.

5. Adequate and joint support by the local, State, and Federal Governments.

What Good Schools Should Provide

The character of educational service.—All education should be usable. Use in terms of need should be the basis for examining and evaluating the educational programme. Education should teach people how to be, to do, and to live. Full opportunity should be available for the acquisition of knowledge and certain necessary skills and for the development of useful appreciations, attitudes, and ideals. The three R's do not constitute a sufficiently comprehensive education for the needs of modern life. The arts as well as the R's must be a part of the educational experience of each individual. Manual and emotional, as well as intellectual development should have a place in the training programme. Music, drawing, physical education, student councils, and debating and speaking experience are just as truly significant as are reading, writing, and arithmetic.

Since certain human needs are common to all people, a given minimum education should be provided for everyone. Beyond this minimum there should be wide and varied differentiation. For example, the development of hobbies in terms of tastes and abilities is of great importance to individual living. Obviously hobbies will vary greatly. Latin may be a hobby for some people, while photography, stamp collecting, and golf may be the hobbies of others. Although the development of hobbies can often best take place upon

the basis of unorganised individual effort, specific and definite provisions should be made in the formal educational programme for the development of many-sided interests.

Education should teach people how to do—that is how to work. It should provide the training an individual needs in order to be able to earn his living. Encouraging preparation for a given job implies that opportunity will be available to use such preparation. Possibility of getting a job, as well as interest and ability, must be considered in choosing a field for specialised training.

There is now, and during the post-war period there will be, urgent need for much more opportunity for education which prepares one specifically for earning a living. Specialised education should be made more widely available on a national, State, and local basis.

An individual may use a given school experience for widely different purposes. Also, a single school experience may meet the markedly varying needs of many individuals. Thus, one person may learn to read and speak Spanish for the purpose of understanding and appreciating the music, history, and life of the Spanish and Latin-American peoples, while another may acquire the ability to read and speak Spanish in order that he may teach the language or act as an interpreter.

A well-organised educational programme recognises the various possible objectives of school experience. The basic point of view around which a school must be organised is that the school exists only for the discovery and development of human abilities and qualities, in other words, that the school exists in order that the individual may learn efficiently.

What a good school should have.—Full human development is the major objective of a school. Therefore, the essential offerings in a school programme must be wide and varied. The list of minimum essentials for an adequate

educational programme is much longer than is now found in the majority of our schools. At least the following pupil services and experiences should be available. Necessary formally organised teaching; educational and vocational guidance; library services; extra-curricular activities; work experience; junior placement services; transportation facilities; lunch facilities; health services, including nutritional, medical, nursing, and psychiatric; and camp experience.

The only item in this list of minimum essentials that is now universally provided is formally organised teaching. Furthermore, the nature of much of the organised teaching at present within both Elementary and Secondary schools and institutions of higher learning leaves much to be desired. It was recently observed that the "lecture textbook memorizing type of learning" does not occur in any life experience except in the school. Teachers at all levels would do well to become familiar with, and utilise, the methods by which people learn outside of school.

Much improvement is needed in the atmosphere of formal teaching. Democracy must obtain in teacher-pupil relationship as well as in the teacher-administrative and teacher-supervisory relationships in a school.

An effective system of public education must have a well-organised guidance programme. Only to the degree that the experiences and service available to people are appropriate to their needs and abilities can educational opportunities be beneficial.

Because of its value in developing character, work is essential for all individuals at all ages regardless of their economic status. A school work programme should include provision for some work without pay as well as for some work with pay. There are many opportunities for work in the school. A cooperative analysis of the possibility of work by teachers and pupils and the formulation

of a school work programme are high valuable.

As individuals mature and acquire semi-vocational and vocational skills, the amount of work without pay should decrease and the amount of work with pay should increase. A school work programme should include placement and follow-up services since becoming qualified for special types of work implies the opportunity to work. Placement services for adults is not a function of the school, but schools may well provide junior placement services.

Camping experience is needed as a regular part of the educational programme throughout the country to supplement other educational opportunities. Some of the benefits of camp life are physical hardening, work experience, and rich opportunity for nature study. These physical experiences are just as essential to full human development as the three R's and the arts.

All other essential requirements for a good school programme, including library services, extra-curricular activities, transportation and lunch facilities, and health services, also need attention and study. The educational programme is particularly deficient with respect to health services, library services, work experiences, camp experience, and placement services.

Providing for various age groups.—It is generally recognised that the first six years are probably the most important period in an individual's life in so far as the establishment of certain attitudes and traits of character is concerned. Despite this fact the educational opportunities available for this early age group are tragically inadequate. Practically no educational opportunities, except a few private nursery schools, are now provided for the two and three-year-olds. Approximately 85 percent of the children of kindergarten age (four and five years) are not enrolled in public kindergartens. Furthermore, the very terms—"kinder-

garten," "nursery school", and "preschool".—that have been used in referring to the education of two to five year-old children seem to imply that their education is not an integral part of the regular school programme. "Early school group" seems to be a much better term for referring to the two to five year-olds as it indicates their relationship to the traditional school-age groups.

The situation with respect to adequate educational opportunity is even worse for adults than for the very young. Our system of public education in the past was founded upon the adage. "You can't teach an old dog new tricks". As recently as 25 years ago it was generally assumed that learning after reaching adulthood was difficult and relatively inefficient. Scientific investigations of human learning have proved that study and learning can be highly effective and profitable through at least the first 60 years of life. Consequently, it is clear that educational opportunities should be provided for adults of all ages as well as for children.

The educational programme of the country must be enriched and extended both downward and upward. The best ways of providing for special age groups, particularly the 16 to 24 year age group and adults, demand serious consideration. It seems probable that, after the attainment of a minimum level of formal schooling, continuous education of various types either in connection with or independent of established educational institutions should receive special attention. There is great need, for example, of education for parenthood not only prior to but also during the period in which children are being reared.

Special groups.—There are a number of special groups which are greatly in need of educational opportunities and services especially adapted to their particular needs. Among the most important of these are the mentally gifted, the physically handicapped, the mentally

deficient, and the socially maladjusted. In addition to these groups, which are generally designated as special groups, there are the minority racial and nationality groups.

Society must exert special effort in meeting the needs of those who are suffering from a serious physical or mental defect. Provision for educational opportunity for these groups should be an item of specific financial support by the State. Despite this fact less than half of the States at present provide special funds for the education of mentally deficient and physically handicapped children. Only one-third of the States provide supervisory services for education in this field. The effect of the inadequate provision for special groups is well summarised in the report of the Advisory Committee on Education:

The unhappiness in childhood and the loss of efficiency in adult life that result from failure to meet the educational needs of handicapped children cannot be calculated.³

The educational opportunity for, and treatment of, the socially maladjusted, whether so identified legally or not, needs much attention. Psychiatric and other specialised services should be available for this group. The educational programme for maladjusted individuals should be designed to help them establish or re-establish themselves both socially and vocationally. Provision for the development of abilities and strengths is the basis for a sound educational programme for the socially maladjusted.

Minority nationality groups need special general education which will help them develop an understanding and appreciation of the nature of our democratic way of living, especially in connection with the operation of our government. The so-called programme of Americanisation should be recognised as an important part of the regular

educational offerings, made the responsibility of the school, and thus put in the hands of professionally trained teacher. Minority racial groups, to the extent that they are foreign-born, need the same types of special services as nationality groups. For the native-born members of minority racial groups, however, the chief problem is centred in the provision of educational opportunity comparable to those provided for whites.

Equal rural and urban opportunity.—In general a child who lives in rural territory in our country has less opportunity for obtaining the education which he needs than a child who lives in an urban community. On all counts educational opportunity in rural areas is more restricted than educational opportunity in urban areas.

The inequality of educational opportunity which exists between rural and urban areas prevails at both the Elementary and the Secondary school levels. Much of the rural territory is not included in High school districts. Moreover, thousands of rural children still do not have convenient access to High school. On the average, the qualifications, required for teaching in rural schools, especially in the elementary grades, are decidedly lower than requirements imposed by urban schools.

One of the most important aspects of any school for any age group is the opportunity to associate with people of comparable age and with both similar and different interests and experiences. Education is obtained through experiences, and these are conditioned by the social situations in which they take place.

Social development resulting in desirable personality growth of individuals can be gained only through group association. Thousands of rural schools, both Elementary and Secondary, enrol too few children to provide essential group association.

There is little evidence that the traditional content of the curriculum of the Rural Elementary school has been sufficiently changed to meet the general educational needs of present-day life. Similarly, there has been insufficient revision of the Rural High school curriculum. To be sure, excellent work is being done in agriculture and home economics in many rural areas, but such opportunities are by no means universally available. Not only should rural children learn about the vocational opportunities available in urban areas but attention should also be given to the opportunities for work available in rural areas. At the same time it must be fully recognised that the small enrolment in many rural schools and the limited financial support prohibit plant facilities for many opportunities enjoyed in urban schools.

Nearly half of all children enrolled in Elementary and Secondary schools live in rural areas. So long as educational opportunity in rural territory remains sharply limited, we cannot hope to attain a desirable minimum level of social, economic, and governmental functioning by the citizenship as a whole. The improvement of educational opportunities for children living in rural areas must be the concern of all persons, regardless of their place of residence, and of all governmental levels, including local, State and national.

³ Smith, Payson; Wright, Frank, W.; and associates, Education in the Forty eight States, the Advisory Committee on Education, Staff Study No. 1, 1939, P. 141.

CURRENT CONTROVERSIES

To what extent are examinations and the examination system responsible for student indiscipline? In this article Mr. Mathur suggests that examinations are largely responsible for the student indiscipline that we come across in India today. This is a subject that has doubtless exercised educationists in every part of India. Replies to Mr. Mathur's article are invited. They should be addressed to: The Editor, "The Education Quarterly", Ministry of Education, New Delhi.

EDITOR

EXAMINATIONS AND INDISCIPLINE

THE reliability and validity of the present type of examinations have always been questioned. Practices like paper leakage or approaching the examiners are not uncommon and provide enough cause for alarm. But of late students have started using violence against examiners and invigilators. If something drastic is not done in time, we will soon have to conduct examinations under the shadow of bayonets.

There are of course many reasons for this state of increasing student indiscipline but to my mind, the most important of these reasons is our social and educational structure that has not kept pace with the times. Unemployment is on the increase and a university degree or diploma has been prescribed as absolutely essential for most of the jobs. Is it any wonder then that passing an examination has become the sole aim of a student's life? He must pass under any circumstances, at any cost! Failure means ruin. He loses all sense of proportion.

The overwhelming emphasis on examinations naturally makes one ask what the aim of education is, to what extent examinations help in achieving that aim. Few will deny that the present system of examination is a sheer test of memory. Chance plays an equally important part. Two years' work is tested on the basis of five or six questions set in an examination paper. This is at best an imperfect way of measuring a candidate's ability.

*Government Basic Post-Graduate Training College, Chandigarh.

Another inherent defect of our examination system is that marking in it is purely subjective. It has now been conclusively proved that the range in the marking of the same paper by two different persons may be 50 percent or even more. There are cases on record when the examiner has allotted different marks to the same paper on different occasions. It is time, therefore, that the whole problem of education was reviewed with particular reference to examinations and to consider what should be done to reduce the heavy accent on examinations. The problem is complicated and only much thought and experience can help us to find a satisfactory solution. I venture, however, to give some suggestions for the consideration of educationists:

1. In order to measure the gradual progress of a candidate, surprise monthly tests are helpful. These tests could be allotted 25 per cent of the final examination marks. This practice is at present being followed in the Government Model School attached to our college.* In all classes up to Class IX annual promotions are made on the basis of periodic tests. Such a system calls for the highest standards of integrity and fair play from the teachers.

2. Twenty-five per cent of marks should be reserved for extra-mural work done in the school. This covers physical education, debates, general reading in the

library, hobbies, personal behaviour and so on. The responsibility for conducting these tests with efficiency and fair play will rest with the teachers concerned.

3. Only 50 percent of the total marks should be allotted to final examinations. It is not advisable to fix the date of an examination. Nor would I advocate the other extreme of subjecting students to prolonged anxiety or uncertainty. The best alternative would be to announce that examinations will be held sometime between March 15th and April 7th. The name of the paper should be announced only 24 hours earlier.

The purpose in setting a paper is to select topics at random to evaluate the ability of a candidate in a particular subject. The object is to see that the candidate acquires as much mastery over the subject as is possible within a period of two years. But this objective is not realised under the present system of examinations that makes the student entirely dependent upon guide books and notes that flood the market at examination time. To counteract this tendency and to ensure that students do study for at least three-fourths of their course, it would be better, in my opinion, to announce about a month before holding the examinations, a set of about 20 questions in every paper that the students should prepare to answer at the final examination. If the student studies 15 of these questions well, the purpose of education is pretty well served. I would go even further and suggest that good reference books and dictionaries be made available to students for consultation in the examination hall. This is already done in the Law Examination. In subjects like Geography, practical work should be encouraged and prescribed as a part of the examination. Asking the students of Class VIII to read a relief model of India is to my mind a better test in Geography than asking them to divide India into physical parts from memory. The one reason why playway activities have not made much headway in education is that they are not included in examinations.

I am not in favour of having examination supervisors, for this leads to compulsory honesty. It is enough to ask a candidate to sign a printed declaration on the title of each answer-book on these lines: "I solemnly affirm that I shall not use any unfair means. If I find anyone else doing so, I shall report it to the authorities." This suggestion is not as fantastic as it sounds. When I was on the staff of the Central Institute of Education, Delhi, we tried an experiment in doing away with invigilation during examinations. At the ring of the bell the candidates would collect the examination paper and answer-books from the Superintendent and take seats anywhere in the college building to write their answers. At the ring of the final bell they were required to return the answer-books to the Superintendent. The system worked astonishingly well. There were no real attempts at copying and no resort to unfair means.

Lastly, the marking of answer-books should be in accordance with a standard schedule (still to be evolved) and not according to the whims of examiners. Credit should be given for cleanliness, handwriting, presentation, originality etc. To ensure fair-mindedness on the part of examiners, there should be a regional panel of examiners to conduct examinations and to regulate the examination system.

The suggestions above need careful consideration in the general reform of education that is now being attempted. The process of education does not stop and should not stop with examinations. A famous educationist once said: "Education is what is left when what has been learnt has been forgotten." A good teacher is not satisfied with giving information to his pupils; he feels greater satisfaction in knowing that he has taught them how to acquire knowledge after they have left school and college. Examinations should stimulate, not impede the process of education. A more sensible approach to examinations should remove one major cause of student unrest.

V. S. Mathur

Roundup of Activities

Ministry of Education

BASIC & SOCIAL EDUCATION

Five Year Plan of Educational Development

Scheme No. 1

Rs. 36,87,572/- have been approved as the Central Government contribution for the implementation of this scheme, out of which Rs. 12,97,819/- have been released so far, for the first and in some cases first two quarters of the financial year. In addition, interest-free loans of Rs. 1,75,000/- and Rs. 1,27,000/- repayable in 30 annual instalments have been advanced to the States of Madhya Pradesh and Rajasthan respectively for the construction of hostel buildings.

Scheme No. 4

Under the sub-schemes dealing with Basic and Social education, Rs 53,20,095/- were approved for sanction as Central Government contribution for the current year out of which Rs. 21,95,58/- were released during the first two quarters to various State Governments for implementation of the sub-schemes.

Scheme No. 6

Under this scheme grants-in-aid amounting to Rs. 4,57,175/- have been given to seven institutions during the quarter under review.

Gyan Sarovar

The first volume of the Hindi Encyclopaedia, "Gyan Sarovar", has been published. "Gyan Sarovar" provides interesting and useful reading material for adults, who have received education up to the middle standard and for whom sufficient and suitable reading material is not available. The work regarding the publication of the other volumes of Gyan Sarovar has been started.

National Book Trust

The Cabinet have provisionally approved the proposals for the establishment of a National Book Trust and necessary action is being taken to formulate a constitution for this organisation.

Literary Workshops

It has been decided to organise this year four Literary Workshops on mono-lingual basis each for neo-literates and for children. Workshops for neo-literates are proposed to be held in the States of West-Bengal, Bombay, Madras and Travancore-Cochin, while those for training writers to produce reading material for children are proposed to be held in the States of Delhi, Andhra, Assam and Madhya Pradesh.

Folk Literature Committee

Under the Government of India Scheme "Encouragement of Popular Literature", the Ministry announced on 2nd October, 1955, 42 prizes of Rs. 500/- each to authors of the best books in Hindi and other regional languages, on the result of the second competition, held this year. Of the 42 prize-winning books, a second selection of the best five will be made for additional award of Rs. 500/- each and the result will be announced on January 26, 1956. One thousand copies of every prize-winning book will be purchased by the Ministry of Education for distribution in Community Projects/National Extension Areas.

The Ministry of Education have also announced the third prize competition for book for neo-literates, awarding about 40 prizes out of which five will be of Rs. 1000/- each and the rest of Rs. 500/- each.

Unemployment Relief Schemes

Under the scheme to relieve educated unemployment Rs. 1,04,37,330/- were sanctioned to various States as Government of India's share for the first and second quarters of 1955-56 for continuation of teachers appointed up to the end of 1954-55.

Audio-Visual Education

The Indo-Australian Seminar for the training of Audio-Visual Experts under the Technical Cooperation Scheme of Colombo Plan that

ACTIVITIES OF THE MINISTRY OF EDUCATION

commenced in Lucknow on November 1, 1955 is likely to continue for a period of four to five weeks. About 40 candidates are participating in the Seminar.

In consultation with the Ministry of Information & Broadcasting it has been decided that censorship fees or films declared as predominantly educational will be Rs 5/- per 400 ft. in 16 mm or 1000, ft. in 35 mm irrespective of the length.

SECONDARY EDUCATION*

Scheme for the Reconstruction of Secondary Education

During 1955-56 grants amounting to Rs. 382,60,237 were sanctioned to 15 State Governments. The first instalments of the grants have been paid. A grant of Rs. 69,300/- has also been paid to the Rama Krishna Mission.

Scheme No. 2 (a)—Research in Secondary Education in Teachers Training Colleges

Grants to the tune of Rs. 44,220 have been sanctioned to seven institutions under the scheme.

Scheme No. 4 (b)—Improvement of selected Secondary Schools

Grants amounting to Rs. 5,05,742/- were sanctioned to six States during the period.

All-India Council for Secondary Education

The first meeting of the All-India Council for Secondary Education was held on 3rd and 4th October 1955. It reviewed the work done in the field of Secondary education by the Central and the State Governments and discussed both administrative and educational problems facing the programme of reconstruction in Secondary education.

Inspection of Public Schools—1955-56

The Government of India have appointed three Committees consisting of three members each to inspect and report on the working of the Scindia School, Gwalior, the Hyderabad Public School, Begampet and the Daly College, Indore.

Grants to Public Schools

The Lawrence School, Sanawar (Simla Hills) and the Lawrence School, Lovedale (Nalgiris) have been paid Rs. 1,50,000/- and Rs. 1,25,000/- as first instalments of Government grant for the year 1955-56.

Grant to Part 'C' States

A grant of about Rs. 10 lakhs was made to various Part 'C' States viz. Kutch, Delhi, Manipur, Bhopal, Tripura and Ajmer, for opening new schools, for upgrading the existing ones and for the purchase of equipment etc. for the schools.

Education of the Handicapped

A seminar on the education of the Deaf was held at Mussoorie from the 19th to the 24th September, 1955. It was inaugurated by Dr. R. K. Bhan, who placed before the Seminar some important problems in the field and indicated broadly the plans of the Government of India in this behalf.

This Ministry has set up a National Advisory Council for the Education of the Handicapped consisting of experts in the Education of the Blind, Deaf, and orthopaedically and mentally handicapped.

Social Welfare

The first meeting of the reconstituted Advisory Board of Social Welfare was held on the 6th Sept., 1955. The Board finalised the Social Welfare courses for the I.A.S., I.E.S., and I.P.S. trainees and recommended certain projects for research into social work submitted by the Universities and Schools of Social Work for sanction of grants-in-aid by the Government of India.

Labour and Social Service Camps

The Tenth meeting of the Committee on Labour and Social Service Camps was held on the 31st August, 1955 to consider matters on the programme and policy of the scheme on Labour and Social Service Camps. An important decision taken by the Committee was the formation of an Evaluation Committee for the purpose of the Evaluation of work done in Labour and Social Camps.

During the period under report a sum of Rs. 8,40,499/- has been sanctioned for conducting 89 camps in different parts of the country in which 6,717 campers have participated.

Campus Work Projects

Under the Campus Work Projects Scheme a sum of Rs. 5,95,846/- was sanctioned to 15 Universities and three State Governments for the construction of eight Recreation Hall-cum-Auditoriums, nine Swimming Pools, two Stadia, two Pavilions, three Open-air Theatres, one

*For further details, see Secondary Education Section.

Race Track and one Gymnasium in the campuses of 24 educational institutions.

Sports & Games

The fourth meeting of the Standing Committee of the A.I.C.S. was held on the 20th August, 1955. The Committee approved the Model Constitution of the State Sports Council which has been forwarded to all State Governments suggesting the establishment of such Councils in the States.

The Government of India in pursuance of the recommendation of the All-India Council of Sports decided to start a Coaching Training Camp for Cricket at Rajkot from the 15th October to 10th November, 1955. One representative from each of the Universities and State Governments was invited for training. A sum of Rs. 35,00/- was sanctioned for this purpose. Other coaching Training Camps in Hockey, Kaddi, Wrestling, Football and Athletics are proposed to start shortly at Bombay, Jabalpur, Kolhapur, Hyderabad and Madras respectively.

The following grants were paid to Physical education and Sports and Games organisations in 1955-56:

1. All-India Women's Hockey Association, for conducting Women's tournament at Hyderabad in November, 1955: Rs. 5,000/-
2. Gymnastic Federation of India, for payment of Customs Duty on equipment: Rs. 2,582/-
3. K.S.M.Y.M. Samiti, Lonavla, Poona, for Scientific Research in Yoga Rs. 18,000.

YOUTH WELFARE

Seminar of Principals

A seminar of selected Principals of Colleges affiliated to the Punjab and Jammu & Kashmir Universities, was held at Sabathu (Simla Hills) from 12th to 16th September to discuss the general problems of students, particularly those leading to unrest among them and the ways and means of preventing and curing this unrest.

Youth Tours & Hikes

A grant of Rs. 37,000/- has been sanctioned for ten different parties of students undertaking tours and hikes to places of educational importance in the country.

Second Inter-University Youth Festival

The Second Inter-University Youth Festival was organised by the Ministry at the Talkatora Gardens, New Delhi from 23rd to 30th October, 1955.

UNIVERSITY AND HIGHER EDUCATION

University Grants Commission

The Government of India have so far placed at the disposal of the University Grants Commission a sum of Rs. 1,13,15,000/- towards expenditure on its activities during 1955-56.

Prof. N.K. Sidhanta, Vice-Chancellor, University of Calcutta, has been appointed as a member of the University Grants Commission with effect from the 27th August, 1955, vice Dr. J.C. Ghosh.

At the meeting of the University Grants Commission held on August 9 and 10, 1955, it was resolved that improvement in the salaries of University teachers should receive the highest priority and that steps be taken to procure *inter alia* the following minimum requirements with regard to teacher's salaries in University Departments and in colleges which may be brought under the purview of the Commission in accordance with the provision laid down in the University Grants Commission Bill:—

Professors	Rs. 800—1250
Readers	Rs. 500—800
Lecturers	Rs. 250—500
All other classes of teachers below lecturers	Rs. 150

At the same meeting, the University Grants Commission, while desiring that the scales of pay proposed for the Universities, should also apply to corresponding staff in affiliated colleges recommended that at least the following minimum scales should be made applicable as from 1st April, 1956, to affiliated colleges:—

Principals	Rs. 600—800
Heads of Departments	Rs. 400—700
Teachers Class I	Rs. 300—500
Teachers Class II	Rs. 200—400

Conference on the Teaching of Sanskrit in Universities

A Conference of University Professors of Sanskrit was convened at New Delhi on 30th September and 1st October 1955, with a view to discussing different aspects of teaching of Sanskrit at our Universities. Representatives from all Universities except Andhra, Roorkee, Rajputana, and Jammu and Kashmir participated in this conference.

Apprenticeships in Village Development to Selected University Students and Teachers

In order to develop a realistic spirit of social service and a responsible understanding of the problems of rural reconstruction in selected University students and teachers, it is proposed to launch a scheme for granting "Apprenticeships in Village Development to selected University students and teachers" in cooperation with the Ford Foundation and the Community Projects Administration in India. A draft of the scheme has been circulated to Vice-Chancellors of Universities in India for comments.

Rural Higher Education

The Rural Higher Education Committee appointed by the Government of India in October 1954, has submitted a report after visiting various institutions dealing with Rural Higher Education in the country. The Government of India are giving their earnest consideration to the recommendations of the Rural Higher Education Committee and are constituting a National Council for Higher Education in Rural Areas.

A Conference was called by this Ministry on 26th August, 1955 inviting representatives of the 12 rural institutes which had sent in their proposals for financial assistance to develop Rural education in the country. Their proposals are being examined, and it is intended to make a start with the development of five or six existing rural institutions this year, and grant financial assistance to some other deserving organisations. The Ford Foundation have provided a sum of 1,70,000 dollars (about Rs. 81.18 lakhs) for implementation of the Scheme.

TECHNICAL EDUCATION

Development of Scientific and Technical Education and Research

During the period under review, the following grants were paid to Scientific and Technical Institutions under the scheme:

A. Technical Education	No. of Institutions to which grants were paid	Grants paid	
		Non-recurring	Recurring
		Rs.	Rs.
(i) for Post-graduate courses.	1	1,84,600	—
(ii) for under-graduate courses	16	11,75,500	—
(iii) for specialised courses.	3	1,65,000	49,500
		Total: 15,25,100	49,500

B. Scientific Education.	2	64,800	20,000
GRAND TOTAL:		15,89,900	69,500

Loans for Hostels

During the period under review interest-free loans totalling Rs. 19,99,500 were paid to eight Engineering and Technological Institutions for construction of students' hostels.

Research Training Scholarships Scheme

The scheme has been modified in as much as junior scholarships of the value of Rs. 100/- are being withdrawn gradually and in their place senior scholarships of the value of Rs. 200/- are being instituted. This will bring the total number of senior scholarships to 530.

National Research Fellowships for post-doctoral research work are being instituted in 1955-56. The value of the fellowship is Rs. 400/- p.m. and a contingent grant of Rs. 1000/- per year for special chemicals, apparatus, etc., will be tenable for the period of three years extendable up to five years with the approval of the Government.

All-India Council for Technical Education

The 21st meeting of the Coordinating Committee of the All-India Council for Technical Education was held at New Delhi on 9th June, 1955. Some of the important recommendations/decisions of the Committee are the establishment of States Directorates of Technical Education to coordinate the activities in the field of Technical education, and the appointment of a sub-committee to review the examination rules and to recommend a revised set of rules.

Technical Assistance Programme

Under the United Nations Expended Technical Assistance Programme of Unesco, proposals amounting to \$ 2,18,000 have been formulated. These proposals include a request for 15 experts, eight fellowships and equipment worth \$62,000 for various educational and research institutions.

The requirements of some institutions for the services of nine experts in Home Science under the Sisterhood Programme of T. C. M. have been approved.

The Government have approved the proposal of obtaining the services of Col. Urwick, expert in industrial management, for about three months under the Colombo Plan.

Joint Unesco-Government of India Mission to U.S.S.R.

In consultation with the Government of U.S.S.R., Government of India and Unesco sent a joint

mission to U.S.S.R. in September, 1955 to discuss the details of the proposed assistance from Russia under the United Nations Expanded Technical Assistance Programme of Unesco for the establishment of Western Higher Technological Institute at Bombay.

Indian Institute of Science, Bangalore

The Government of India have approved in principle, an expenditure of Rs. 1,52,000/- for Research Training in Radio and Electrical Engineering at the Institute. A Committee that shall start functioning at Bangalore in December 1955 has been constituted under the Chairmanship of Dr. J.C. Ghosh to review the working and progress of the Institute.

Indian Institute of Technology, Kharagpur.

The first batch of students of the Indian Institute of Technology, Kharagpur, have passed their final examination leading to the B. Tech. Degree in Electrical, Mechanical and Civil Engineering as well as B.Sc. (Hons.) Degree in Geology and Geo-physics. The total number of students who have passed is 182.

PROPAGATION AND DEVELOPMENT OF HINDI

Hindi Shiksha Samiti

The two Sub-Committees of the Hindi Shiksha Samiti viz. one on preparation of a list of 2000 basic Hindi words for use in the Hindi readers and the other on preparation of a list of 500 basic Hindi words which will constitute the minimum standard of literacy in Hindi, held their first meetings at New Delhi in the first week of October, 1955.

Hindi Classes

The fourth Hindi Prabodh Examination under the auspices of the Ministry of Education was held on 8th, 9th and 10th August, 1955. Out of 397 candidates who sat for the examination, 362 were successful. The new session of the Hindi Prabodh Classes commenced on 1st October, 1955 with 15 centres as against ten that functioned during the last session.

Grants to Hindi Organisations

An *ad hoc* grant of Rs. 15,000/- has been sanctioned to the Nagari Pracharni Sabha, Banaras, for preparing a detailed History of Hindi Language and Literature. A grant of Rs. 31,110/- has also been sanctioned to the Akhil Bhartiya Hindi Parishad, Agra, for expanding the facilities for the training of Hindi teachers from the Non-Hindi speaking States, so as to enable it to train 60 teachers at a time.

Grants to State Governments

A sum of Rs. 4,12,329/- has been sanctioned under the Five-Year Plan to 16 non-Hindi speaking States for promotion of Hindi in their respective areas during the year 1955-56.

Besides, an *ad hoc* grant of Rs. 15,000/- has also been sanctioned to the Mysore Government for payment to the Mysore University for the purchase of Hindi Books for the University Library.

Preparation of Basic Hindi Grammar

Dr. Aryendra Sharma, the convenor of the Grammar Committee, has submitted the revised version of the Basic Hindi Grammar which has been considered by the Committee as a whole. The final draft English version of the Grammar is expected to be received from the Committee shortly.

Preparation of Dictionaries

The fourth and final instalment of Rs. 15,000/- has been sanctioned to the Hindustani Culture Society, Allahabad, for the preparation of an English-Hindi Dictionary.

Scientific Terminology in Hindi

(i) An Expert Committee on Legal terms has been set up and its first meeting was held from 18th to 20th August, 1955. This brings the total number of Terminological Expert Committees now functioning to 19.

(ii) Revised lists of Technical terms in Hindi pertaining to Railways (Letter A to H), Transport, Defence (Drill words of command), Agriculture, Posts & Telegraphs and the Hindi version of the diplomatic passport are being finalised very shortly.

(iii) The revised list of Zoology terms, the fourth set of provisional technical terms in Hindi relating to Posts & Telegraphs, General Administration, Engineering, Economics, Tourism and Defence, were placed before the Board of Scientific Terminology at its meeting held on 31st October, 1955.

Hindi Typewriter Committee

The Hindi Typewriter Committee, set up by the Government of India to involve a keyboard for the Hindi typewriter, has submitted its interim report suggesting a keyboard for the Hindi typewriter. It is proposed to issue a press note inviting comments on the keyboard proposed by the Committee. The keyboard will be finalised after taking into consideration the comments thus received.

ACTIVITIES OF THE EDUCATION MINISTRY

Hindi Library

The Hindi Library has at present a collection of 5,210 books and subscribes to 58 Journals.

Modified Overseas Scholarships Scheme

Out of the 25 scholars selected under the scheme for 1955-56, 18 have gone abroad. Applications for the 25 fresh scholarships to be awarded under the scheme for 1956-57, have been invited.

Foreign Languages Scholarships Scheme, 1955-1956

Out of the 30 scholarships, three each for Arabic, Persian, Turkish, German, French, Italian, Chinese, Russian, Japanese and Spanish languages, to be awarded under the above scheme, selection of 21 candidates has been finalised. Application for the remaining nine awards are being invited afresh.

Exchange of Students between China and India, 1955-56

Under the above Programme, ten Chinese students have come to India and joined their respective Universities/Institutions of study. Selection of candidates for the award of seven scholarships, under this Programme, for study in China has been finalised.

Swiss Government Scholarship, 1955-56

The names of three candidates have been recommended to the Swiss Government for the award of the above scholarship.

Elin Wagner Foundation (Swiss) Research Fellowship, 1955-56

The offer has been publicised. Applications are to be sent to the Foundation direct by 31st Dec. 1955.

Central States Scholarships Scheme

Out of the five candidates awarded scholarships under the scheme for 1955-56, one has so far gone abroad. Applications for the five fresh scholarships to be awarded under the scheme for 1956-57, have been invited.

U.N. Social Welfare Fellowships/Scholarships Programme

The selection of candidates to be recommended to the U.N.O. for the award of four fellowships/scholarships, offered under its programme for 1956, are being finalised.

Unesco Technical Assistance Fellowships/Scholarships Programme

An offer of two fellowships, one each for a nominee of the National Physical Laboratory,

New Delhi, and the Central Bureau of Educational and Vocational Guidance, Delhi, has been received from Unesco under its programme for 1956-57.

Unesco Fellowship in Translation from Slav-Languages for a Nominee of the Indian Documentation Centre, New Delhi, 1955-56

The Government of India's nomination for the above fellowship has been communicated to Unesco.

General Cultural Scholarships Scheme, 1955-56.

85 scholars awarded scholarships under the above scheme, have come to India and are studying at their respective Universities/Institutions.

Indo-German Industrial Cooperation Scheme, 1956-57

An offer of 95 scholarships, 15 for post-graduate study and 80 for practical training of Indian nationals in West Germany has been received.

Scholarships to South & South-East Asian countries (Colombo Plan) 1955-56

62 students from Nepal and six each from Sikkim and the Philippines have come to India and joined their respective institutions of study.

Technical Cooperation Scheme, 1955-56

The Government of India have accepted an offer of training facilities for two teachers in the "Methods of Teaching Foreign Languages" with the help of loop films and other related material tenable at the Harvard University, U.S.A., under the above scheme. The selections are being finalised. An offer of training facilities in Public Administration Project under the sponsorship of Columbia University, U.S.A., has been accepted. Applications have been invited by November, 16, 1955.

Partial Financial Assistance Scheme

The rules have been made more liberal with effect from the current financial year 1955-56, so as to make loans available to a larger number of Indian students proceeding abroad for higher studies, provided necessary facilities for the course of study or training are not available in India and such study/training is likely to be useful from the country's point of view.

Government of India Scheduled Castes, Scheduled Tribes and other backward classes Scholarships Scheme—1955-56

THE EDUCATION QUARTERLY

Inland Scholarships

Owing to the large number of applications received for the award of inland scholarships under the scheme the funds provided for the scheme have been raised from Rs. 130 lakhs to Rs. 150 lakhs.

The total number of applications received and the number of scholarships awarded are as under :

	Applications Received	Scholarships Awarded
Scheduled Castes	17,613	16,380
Scheduled Tribes	3,328	3,060
Other Backward Classes	34,968	11,469
Total.	55,909	30,909

Overseas Scholarships

Applications for the selection of candidates for the award of 12 Overseas Scholarships 1956-57 were invited by the U.P.S.C. by 29th Oct. 1955.

Merit Scholarships in Public Schools, 1955-56

Selection for the award of the above scholarships will be finalised by 15th December, 1955.

Scholarships to Young Workers in Different Cultural Fields 1955-56

The Central Selection Committee considered the reports received from the various Panels of experts and recommended 29 candidates for award of the above scholarships. The recommendations of the Committee were accepted and offers have been issued to the selected candidates.

Research Scholarships in Humanities 1955-56

The Selection Committee considered 230 applications received for the award of the above scholarships and recommended the names of 34 candidates. The recommendations of the Committee were accepted and offers have been issued to the selected candidates.

Cultural Activities

On the invitation of the National Peking University of the People's Republic of China, ten Indian Universities have nominated a teacher and two students each to form an Indian Universities' student-teacher delegation to China. The delegation that left Delhi on the 25th September, 1955 is led by Shri C.P. Ramaswamy Aiyer. The delegation is to tour China for a period of four weeks.

In response to an invitation from the Afghan Government, the Government of India sent three teams of Hockey, Football and Table Tennis to participate in the Jashan Celebrations which

were held from 29th August, 1955 to 4th September, 1955. The Government of India sanctioned a sum of Rs. 10,000/- to meet the expenses of teams on travelling, sports accessories, gifts and other incidental expenses.

Sanction for an amount of Rs. 10,436/- has been renewed for the purchase of Hindi books for schools in Nairobi, Mauritius and Trinidad.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 11 persons have been granted a monthly allowance ranging from Rs. 75/- to Rs 150/- each.

The Government of India sent a cultural delegation consisting of musicians and dancers to the People's Republic of China. The delegation left Delhi on 4th June 1955 and arrived in India on 11th Aug. 1955. An expenditure of Rs. 3,00,000/- was sanctioned for this delegation.

An exhibition of the material brought by Dr. Raghu Vira, M.P., from China was organised by this Ministry in the Stamps Centenary Hall, Eastern Court, New Delhi. An expenditure of Rs. 8000/- was sanctioned for this purpose.

Grants to Cultural Institutes

Ad-hoc grants of Rs. 36,500/- for the year 1955-56 have been sanctioned to ten cultural organisations in India for the publication of their journals and for the development of their activities.

A grant of Rs. 10,000/- for the year 1955-56 has been sanctioned to the Ramakrishna Mission Institute of Culture, Calcutta, for its normal expenses.

A grant of Rs. 7,000/- has been sanctioned for the year 1955-56 to the Hindi Sahitya Sammelan, Allahabad, for the construction of godown and guest house to the existing buildings of the Sammelan at Allahabad.

A grant of Rs. 96,000/- has been paid to the Sahitya Akademi for its normal activities and working expenses.

A grant of Rs. 5,000/- has been sanctioned from the Minister's Discretionary Fund, to the German Field Excursion to India for payment of duty levied by the Indian Custom authorities on the equipment brought by the Expedition.

A grant of Rs. 9,015/- has been sanctioned to the Victoria Memorial Hall, Calcutta, for repairs to roofs of some of the Galleries of the Hall.

A grant of Rs. 46,000/- has been sanctioned to Director, Nalanda Pali Institute, Nalanda (Bihar) for publication of three volumes of the Devanagari version of the 'Tripitake' to synchronise with the 2500th Buddha Jayanti, 1956.

ACTIVITIES OF THE EDUCATION MINISTRY

A further grant of Rs. 1,00,000 has been paid to the Sangeet Natak Akademi for its normal activities and working expenses for 1955-56.

Unesco-Meeting of Experts to promote International Cooperation between Film and Television in Tangier

UNESCO convened a meeting of Experts on the above subject in Tangier from 19th to 30th September, 1955, to (i) discuss and consider the possibility of organising a regular international programme exchange in the fields of television and (ii) assist in developing international cooperation and exchange of educational, scientific and cultural programmes among producers and distributors of film and television.

Shri J.S. Bhowmargy, Deputy Chief Producer (Documentaries), Films Division of the Ministry of Information and Broadcasting, was deputed to attend this meeting from India.

Consultation Conference of Governmental Officials from Youth Services and Representatives of National Co-ordinating Committees of Youth Organisations.

The Unesco Youth Institute of Germany is organising a Consultation Conference of Governmental Officials from Youth Services and Representatives of Youth Organisations at its headquarters in Gauting Munchan, from 7th to 12th November, 1955. The Indian National Commission was requested to send one representative dealing with Youth Welfare to attend the function. The invitation has been accepted and Mr. G.D. Sondhi, Honorary Adviser on Youth Welfare, has been deputed to attend this Conference.

Research Centre for South Asia on Social Implications of Industrialisation

An Inter-Departmental Meeting was held on the 11th June, 1955 to discuss the Unesco proposal for the establishment of a Research Centre for South Asia on Social Implications of Industrialisation under the Chairmanship of Shri Humayun Kabir. The meeting decided on Calcutta as the location of the Centre in view of the facilities that are available in the Indian Statistical Institute at Calcutta. Later on, Unesco convened a Planning Meeting of Member States to advise on the establishment of the Centre. The Meeting discussed the administrative set-up and programme of the Centre. The recommendations of the Meeting are now under consideration of the Government of India.

5th Meeting of the Executive Board of Indian National Commission for Cooperation with Unesco

At the fifth Meeting of the Executive Board of the Indian National Commission that was held

at New Delhi on the 17th September, 1955, the Executive Board generally approved the Unesco Major Projects and made important recommendations regarding the Major Projects for the production of Reading Material for Neo-literates and promotion of cultural understanding. The Board reviewed the Unesco Project for Translation of Classics and accepted the classics recommended by the Sahitya Akademi for inclusion in the Unesco Project.

Visit of Unesco Officers to India

Dr. Luther H. Evans, Director General of Unesco, paid a visit to New Delhi from 4th to 6th August, 1955. He discussed with the Government of India, the arrangements pertaining to the 9th Session of the General Conference of Unesco which is scheduled to be held in New Delhi in November, 1956.

Dr. M. Adiseshiah, Assistant Director-General and Mr. P. N. Kirpal, Deputy Director of the Department of Cultural Activities of Unesco, visited New Delhi in August-September, 1955. They discussed with the Government of India the implementation of the various projects in the current programme of Unesco, as well as the planning of the programme for 1957-58.

Ninth Session of the General Conference of Unesco in India

As a first measure towards the organisation of the Ninth Session of the General Conference of Unesco in New Delhi, in November-December, 1956, the Government of India are constructing a Conference Hall and a multi-storeyed building for the Conference Offices, as well as a Hostel for the participants in the Conference. Besides, plans for a Commercial Hotel in the Diplomatic Enclave are being finalised.

Unesco Project for Rural Teacher Training Centre—Proposed Establishment in India

Unesco proposes to assist a Member State in 1955-56 in organising a Rural Teacher Training Centre. Unesco has been requested to locate their proposed Project in the National Institute of Basic Education to be set up in India and make available all aid provided under this Project.

Unesco Scheme of Associated Library Projects—Recommendations from Indian National Commission for Unesco

Unesco has decided to extend the Scheme of Associated Library Projects to include (i) National Libraries, (ii) Academic Libraries, (iii) Bibliographical Centres and (iv) National Exchange Centres, in addition to Public Libraries and Schools of Librarianship which only were hitherto included in the project.

The following Indian Library Projects have been recommended for inclusion in the system :

1. Indian National Scientific Documentation Centre (National Physical Laboratory), New Delhi.
2. Delhi Public Library, Delhi.
3. National Library, Calcutta.

Translation and Publication of Unesco Publications into Hindi—Financial Assistance from Unesco

Unesco has made a provision in its Budget for 1955 and 1956 for rendering financial assistance to Member States for translation and publication of Unesco publications into national languages. Unesco has been requested to provide funds to the extent of Rs. 3,000/- to the Indian National Commission for translation of Unesco's publications into Hindi.

Unesco Aid under Normal Programme, 1955-56

Unesco has offered two fellowships in response to requests made on behalf of the Ministry of N. R. & S. R.; one is for study in Scientific Terminology (for INSDOC) and the other for study in Museum Development Methods (for the proposed Science Museum at the National Physical Laboratory). Their terms etc. for these fellowships are now being examined.

Unesco has agreed to provide a fellowship for INS-OC under their Normal Programme to enable one of the members of its staff to receive training in translation into Slav Languages at some institutions in the U.S.S.R. The question of accepting the offer is being examined.

Unesco Exhibitions

- (i) The Unesco Travelling Exhibition on Reproductions of Chinese Art arrived in Bombay in July, 1955.
- (ii) The Unesco Travelling Exhibition of Japanese Art Wood-Cuts has reached Calcutta.
- (iii) The Unesco Second Travelling Exhibition of Colour Reproductions (Paintings prior to 1860) has completed its circulation in India. The Exhibition was last held at Delhi in August, 1955.

Unesco Questionnaire

(i) The requisite information in connection with the following Unesco Questionnaire has been furnished :

- (a) Statistical data regarding Production, Exports and Imports of Newsprint and

other printing and writing paper in India during 1954.

- (b) Statistical data regarding newspapers and other periodicals, their publication and circulation.
- (c) Statistics regarding Book Production in India.
- (d) Statistical data on Libraries in India.

Seminar on the Education of the Deaf in 1955—Contributions from Unesco

The Ministry of Education convened a Seminar on the Education of the Deaf in September, 1955, which discussed all aspects of the education of the deaf including important problems relating to the provision of facilities for technical training for the adolescent deaf and their employment.

Unesco-International Campaign for Museum—Participation of India

Unesco proposes to organise an International Campaign for Museums with a view to emphasising the importance of their role in the life of the national community and in promoting international understanding. The Government of India propose to cooperate with this project.

Central Educational Library

The Central Educational Library has embarked on a new project which will be helpful to all those working in the field of Education. The *Indian Education Abstract* attempts to give briefly the contents of important educational articles published in various Indian educational journals. It is a quarterly publication and is non-priced. The first issue is already out and has been distributed to all the Ds.P.I., Training Colleges, Unesco and other educational institutions.

Educational Information

During this period 732 enquiries (India) and 1,718 enquiries (Abroad) on various educational topics were dealt with. 304 visitors sought information from the Information Library.

Information has been compiled about Nursery Schools in the U.K.

Material has been collected for the preparation of a brochure on schools situated at hill stations in India.

Educational Statistics

The following publications have appeared during the period under review :—

- (i) Directory of Institutions for Higher Education in India, 1955.

- (ii) Education in India, 1951-52, Vol. II; and

- (iii) A set of twelve Educational Wall Charts (size 20" x 30") on important topics such as 'Progress of Education', 'Literacy in India', 'Students Going Abroad', 'States Educational Budgets',

'Out-put of Graduates', 'Growth of Universities', etc.

The publication "Education in the States of the Indian Union, 1952-53—A Statistical Survey" is in press and will be out shortly.

Seventy-one major statistical enquiries were attended to, during the period from August to October, 1955.

Publications

The following publications have been brought out during the quarter under review :—

1. Proceedings of the 22nd Meeting of the Central Advisory Board of Education.
2. Proceedings of the Seventh Meeting of the All-India Council for Technical Education.
3. Proceedings of the Eighth Meeting of the All-India Council for Technical Education.
4. Provisional Lists of Technical Terms in Hindi (Posts & Telegraph, General Administration, Engineering, Tourism, Economics and Defence IV)
5. Partial Financial Assistance to Indian Students Already Abroad/Proceeding Abroad.
6. A Bibliography of Material for Neoliterates in Hindi.
7. Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes (3rd Edition).
8. Propagation and Development of Hindi (English & Hindi reprints.)
9. Understanding Basic Education (Reprint).
10. Report on the First Inter-University Youth Festival.
11. The Education Quarterly—September 1955 Number.

3,685 copies of publications were sold during the period under review for a cash return of Rs. 3,400/-.

Anthropology

During the period under review the work of examination and evaluation of research materials collected during field surveys made further progress. Six papers have been completed dealing with genetical composition of Naga and Tripura tribes, Radiological and Somatological studies of West Bengal children and folk literature of Tripura Tribe.

In the Physical Anthropology laboratories the chemical treatment and reconstruction of ancient human and animal remains, particularly from Harappa and Maski, were continued. In Ethnography Section work of modernisation of the Gallery has been in full swing while checking of specimens from reserve collection and preservation and repair works of specimens from Andaman and Nicobar Islands, Tripura, and Abor areas were continued. Speech and music specimens of Onge were transcribed on electrical discs in the Linguistics laboratory. A Film on Onge life was edited and made ready for projection. In the Biochemistry laboratory samples of liquor and vegetables collected from Tripura were tested with a view to determine their nutritional contents. Further progress has been made in mapping tribal peoples of India. 234 books and 670 periodicals were added to the Library.

ARCHAEOLOGY

South-Eastern Circle, Visakhapatnam

Some finds have been noticed at village Gunanapuram in Srikakulam District which show that the site is sufficiently early and was under the influence of Buddhism.

Special repairs to the thousand pillared temple at Hanamkonda in Warangal district have been completed. In addition to this, special repairs to Agesteeswaraswamy temple at Chilamakurru in Cuddapah district were also carried out.

Northern Circle, Agra

There was leakage at several places in the facades (plinth) of the marble platform containing the tank in the centre of the Taj Mahal garden. The plinth has been rendered watertight and in spite of the recent heavy rainfall no oozing out of water was noticed anywhere.

Mid-Eastern Circle, Patna

During the period under report the monuments of the important Buddhist sites at Kasia, Sarnath and Nalananda received the special attention of the Circle. Clearance of jungle, tidying up the sites and laying out turfs were the main items of work, preliminary to extensive conservation measures to be undertaken at these places in connection with the Buddha Mahaparinirvana Celebrations of 1956.

Western Circle, Baroda

The temple of Jatashankar, a Siva Temple, was taken up for repairs

The imposing Northern Gate of the Maha Sati erected by Rana Samar Singh (A. D. 1273-1302) was repaired.

Indian Museum, Calcutta

A Torso of Vishnu, Terracotta head of a female figure, seven broken pieces of terracotta toy horses, and two copper coins—one Muslim and the other a Hindu—have been added to the coin cabinet of the Museum during this period. Three cases containing carved figures were examined during the period under review. Short descriptive trilingual labels have been introduced in several galleries and further work in the line is in progress.

National Archives

Eleven volumes of indices to the Ministry of Finance, two volumes of Home Department General Index to Proceedings (1941-45), 13 files of the Ministry of Railways (Railway Board) Government of India, 50 authenticated copies of Part A, B and C States assented to by the President, 133 albums of photographs covering the Prime Minister's tour through foreign countries and various places in India, two articles of agreement of Messrs W.B. Cairns (8th June 1913) and C.G. Blomfield (8th August 1913) for service in India, the Original agreement (11th November 1913) between the Secretary of State and Messrs Baker and Lutyens, one file of Public Works Despatches from Secretary of States (August–September 1916), and two agreements of Mr. E.C. Gentry, Architect, dated 24th September 1930 and 30th October 1934 regarding the construction of the new capital at Delhi, and the Original Special report with one printed copy of Delhi Town Planning Committee (February–March 1913) were received.

34,77 sheets of records were repaired, 72,647 sheets gathered and guarded, 179 volumes, one map colio, six map covers, 289 books, three registers, two boxes and one pad bound, 26,893

O.C.s., 293 volumes, 145 books and 21 registers checked, 10,763 O.C.s. and four bundles of records sorted, 15,728 O.C.s. docketed, 2,456 O.C.s. stitched and 2,497 volumes of records treated with leather preservative mixture.

On an average 33 scholars worked in the Research Room of the Department. The 12,416 requisitions from research scholars and different Ministries and Officers of the Government of India were dealt with. 7,109 pages of excerpts were released to research scholars after scrutiny. In addition 455 pages were released to the Board of Editors, History of Freecom Movement in India. The work relating to the preparation of a Summary Guide to the microfilms procured from abroad was taken up and 228 pages were checked on the "Recordak", discrepancies recorded and descriptive lists prepared.

The new session of the three-month-training-course in the Science of Archives-Keeping commenced from the 1st July 1955 with 12 trainees on the roll and terminated on the 30th September 1955. The one-year-training course is continuing and will terminate on the 31st December 1955. Theoretical and practical training was as usual imparted to the trainees of both the said courses.

Further progress was made in the printing of Volume I, II and IX and textual editing of volume XV of Fort William—India House Correspondence. Volume VIII No. 2 of *The Indian Archives* came out of the press and was issued.

National Library, Calcutta

(i) The floor of the Periodicals Reading Room was fitted with linoleum to solve the problem of noise there. Special easy cane chairs with rubber cushions dispersed between the alcoves were provided for the convenience of the readers. The Asutosh Law Collection was housed in special type of steel shelving called the "Skirted Bottom Steel Racks."

(ii) In response to public requests a number of small-size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division of the Library.

THE SECOND INTER-UNIVERSITY
YOUTH FESTIVAL

AN EVALUATION



POST-MORTEMS are not always good things, but they have the virtue of showing up the strengths and the shortcomings of a project as these are rarely seen before the project is executed or while it is in progress. A Youth Festival seen in retrospect is a festival seen in wise perspective, whether from the point of view of the sociologist to whom it is an experiment in social organisation, to the cultural critic who sees it as creative activity in dance, drama and music or in painting or to the educationist who sees it as a well-rounded attempt to direct youthful energy into constructive channels. Seen from this last angle the Second Inter-University Youth Festival cannot be measured in terms of immediate success; it should be seen as part of a continuous movement to bring undergraduates of the far-flung States of the Indian Union together in activity and accord.

In this special Supplement, we publish excerpts from the comments of four students of participating teams. In order to obtain the students' standpoint, "The Education Quarterly" ran an essay competition on "The Second Inter-University Youth Festival as I Saw It". None of the entries received was adjudged worthy of a prize but the excerpts we publish, as from contributors to the Quarterly, are indicative of the many-sided results of such an educational undertaking. Thus K.M. Desai of the M.S. University of Baroda saw the Festival as follows:

"It was encouraging to find that the number of students at this Festival was twice the number at last year's. I was proud to be a member of this vast concourse of students coming from all parts of India and to have the opportunity of mixing with them. It was an enriching experience to come in contact with students of different ideas and outlooks, cultures and values and to establish closer ties of friendship with them. It made me aware of the oneness of India despite the bewildering diversity of its cultures and a sense of homogeneity that binds all its people together. But the rarest experience of all was the opportunity the Festival gave us for the expression of our creative and youthful impulses."

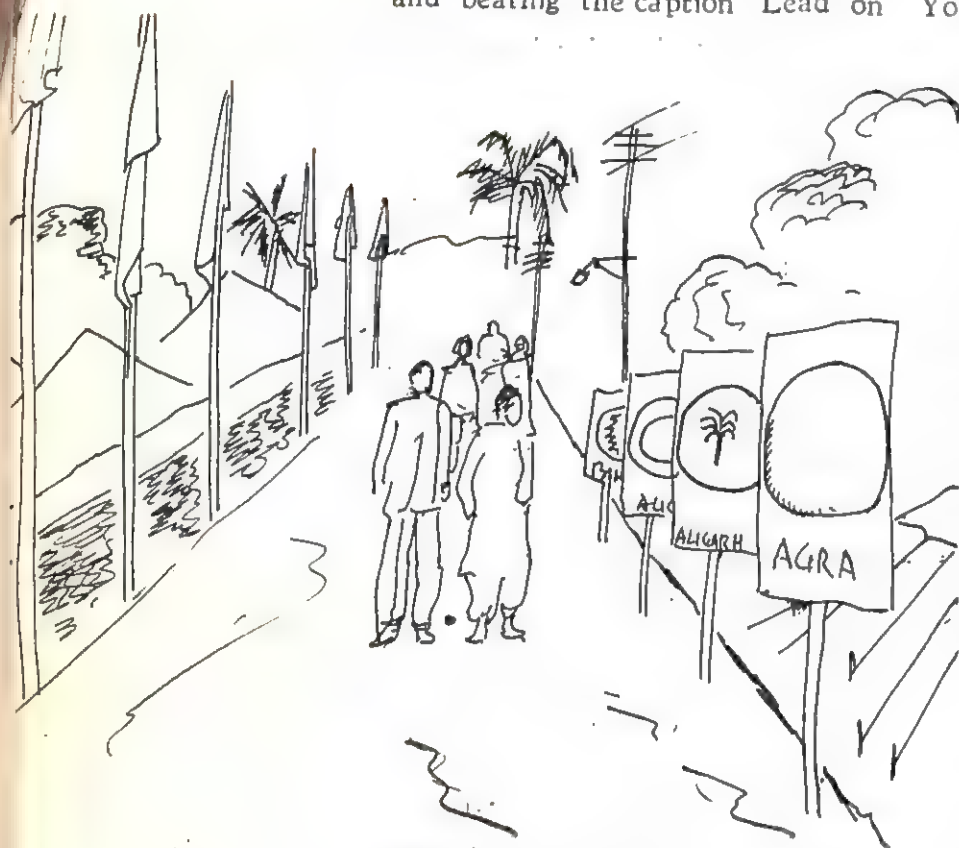
On the other hand, *Indira Maitra* of the Isabella Thoburn College, Lucknow University, saw the Festival as might a good reporter :

"The Festival grounds were laid out in the most picturesque manner possible. As we entered the gateway, a broad roadway stretched ahead of us and to get to our university camp site, we turned in the first road on the right where we were greeted by a huge modernistic figure of a boy and girl holding a flaming torch and bearing the caption 'Lead on Youth'. The figures were in

bold sweeping lines of coloured metal meant to embody the spirit of upward surge and aspiration. The whole road was lined on either side with University emblems of the 26 universities. At the end of it was a huge and gaily coloured *Shamiana* that housed our dining room; on the right was an open-air theatre while on the left were rows and rows of tents, all ready for the occupation of the students.

"All day long we were kept busy with our performances. Four perform-

ances were held each day, the last finishing at about 11 p.m. But even at that late hour we would not think of going to bed. Students from the various universities would get together, some making singing parties while others would stroll down to the cafeteria for hot coffee and converse on various topics. Often the more energetic of the men students would do a village dance and the onlookers would clap their hands and sing to provide background music. For me every day and every night has woven itself into a pattern of an unusual and attractive memory and I sincerely hope that such a festival will be held year after year."



From *Reginald Massey* of B.M. College, Simla. Punjab University, we have this :

"To me the festival was performed not inside the open-air theatre but outside it. We lived together, ate together, talked together and in the case of men students even bathed together. It seemed to me then that we were the varied beads of a necklace strung together by a cord that was long and strong.

"This kind of get-together is important and more needed in our country than anywhere else. Isolated groups of intellectuals scattered around in groups, will serve no useful purpose. They must be brought together and integrated into a mass. Only then can we put an end to our country's sad history of political and social strife. It is vital that the youth of today should be imbued with a sense of solidarity and unity of purpose."

And from *Arvind Kumar Shah* of the Medical College, M.S. University of Baroda, comes :

"The Second Inter-University Youth Festival will always remain a vivid memory in my mind. The tedium of the journey, the strain of rehearsals and sleepless nights were nothing when compared with the rich and varied experiences afforded by this occasion. The festival grounds presented the picture of a miniature India—with students from all parts of the country dressed in their regional costumes, singing, dancing and mixing together in joyous abandon, thus converting the flood-lit Talkatora Gardens into an enchanting 'Mela'.

"A keen sense of competition prevailed among us but we did our little parts

in a spirit of friendly rivalry. Each tent became a little theatre or a music hall. Groups of boys and girls were seen sitting inside the tents or under shady trees rehearsing their parts or playing on



musical instruments in a bid to outdo other groups. In pleasant contrast to the anaemic charm of sophisticated dances, we had Indian folk dances with their richness of colour, their vigour and spontaneity of movement. It was a spectacle of riotous colour and sheer loveliness as each university participating in the folk dance competition went through its number. It meant nothing who won and who lost. The opportunity of such a get-together was a reward in itself. The night before we broke up, we did not allow anybody to sleep. At midnight we hopped around the camp-fire and sang and danced like happy, carefree birds."

Important as is the student point of view on what is organised for students, the Festival is a project for educationists with various angles, one as important as another. There is, first, the teacher who accompanied a troupe from a distant part of the country, to whom the Festival was another milestone in the lives of her students. We publish below the comment of *Zia Durrani*, Lecturer in English at the Government College for Women, Srinagar, Kashmir, and a member of staff who assisted the Kashmir troupe :

"The inaugural ceremony this time was held at Talkatora Gardens. After a bumper At-Home, we went to the auditorium to meet Mr. Nehru. We had read about him before, seen his photographs, heard him speak from the platform, even seen him close up, but as youth of the same country, we met him for the first time. His talk was youthful and delightful.

"It was in Talkatora Gardens that I felt the hugeness of my country. Geography makes one half-believe it but the feeling that came over me on meeting people from far-flung corners of India, wearing varied clothing and speaking strange languages was one of the immensity of our sub-continent. Nevertheless, I felt that we were one. This consciousness of unity among students is healthy. Talkatora Gardens became a miniature India. The vast dry lawns were a splash of colour for the space of a week and specially was this so when the group dance sessions were on.

"Film music, whatever the orthodox may say, is apparently a source of inspiration to the youth of India. Students gathered in huge groups to listen to the latest hit from 'Shree 420' and to dance to it. There appeared to be no other song that all of them knew and understood. A delightful performance on the harmonica by a student from Bombay attracted a large audience when he played the latest film song-hit. It was played with a vengeance after the long hours of



Welcoming the guests

INAUGURATION

The audience listens to the Prime Minister





Rehearsals—'Each tent became a little theatre or a music hall.'



THE SECOND INTER-UNIVERSITY YOUTH FESTIVAL

classical music in the morning. On the third night of our stay in the camp we heard the volunteers requesting the 'musical ones' to go easy after one in the morning.

"Every inhabitant of Talkatora Gardens was in a festive mood. It is refreshing to see young people really enjoy themselves. In my opinion, enjoyment is the best of all things. It is the very first and simplest principle of all education. There is an immense field for learning if one goes about wide awake. One visit to the Youth Festival wipes out false notions. It is a chance to see what others are capable of doing. Some of my students had never before seen so many faces round them. They had never peeped out of the huge mountainous walls of the Kashmir valley. This tended to make them self-centred. I could see them radiant with happiness on seeing something new. They have learnt to appreciate the art of others. This is valuable: it makes for honesty and sportsmanship, which are, as I see it, the ends of education.

"We, teachers, should see festivals as a godsend to help students. The pleasure that they give is an education even for us. We must learn to live and to face life. Ideal conditions are rare. The camp offers us conditions that we meet with in many parts of India. The Festival was an education in taking the rough with the smooth.

"I think one of the biggest benefits of the Festival was the fact that it encouraged art among the students. It gave them a chance to project themselves. As a people we lack expression. I noticed this weakness in my own students. In order to overcome it, I suggested that one of the girls should write a play for the Youth Festival. Now she must feel that she has created something. Creativeness is natural; it satisfies a certain vanity in human beings. It advances their natural capacity. The student who sees his or her play enacted has an immediate sense of elevation. With this confidence he begins to enjoy life and to feel its richness. Such activities, if rightly directed, should act as a creative fillip to students and should cure indiscipline."

There is, in addition, the sociologist, who sees the Festival as a study in behaviour, in tensions or the lack of them, sees common interests, aptitudes and tastes, common immaturities or uncommon sophistications; in short, as a study of young men and women from various parts of a sub-continent, who, when they live and play and work together, achieve an integrity of purpose and, indeed, of life that it behoves all large countries to promote.

We publish below the views of *Freda Bedi*, Executive Editor of "Social Welfare" on the Festival as a study in social organisation :

"Fortunately I arrived at the Second Inter-University Youth Festival in the evening, and that too, after the formal opening ceremony had been performed. I say fortunately, because first impressions are important and I believe after living under canvas with the participants that the Camp, which was good anyhow and all day long, had a particular charm in the evening hours and could be said to be at the peak of its verve after nine every day. It is a platitude to say that the Festival has been a cohesive force, and has brought to life that very usual phrase 'the unity of India.' But the electric feeling that unity gave, its tonic effect is something not to be described in words.

"The Youth Festival was a problem of social organisation, and a severe one for the Youth Welfare Unit, but it did to a very large extent 'organise' itself once the scaffolding of tents and services had been arranged. It was this unknown factor 'x' unrealised before the actual proceedings were inaugurated, that brought the bare bones of organisation to life.

Camp-Town Planning

"Seeing the impressive parade that led to the open-air theatre, lined on one side with the colourful flags of the Indian universities, and on the other with the coats of arms of the same universities mounted on round, shield-like boards, the Olympic Village came immediately to my mind.

"The work-a-day camp units, the rows of tents for boys and girls, were perhaps too closely packed for comfort in the area in front of the canteen, and were certainly too jammed with beds in almost all university groups. This perhaps could not be avoided, as the size of contingents was not known in every case until they actually arrived. It would be wise to have more spare tents next time.

"Sanitary arrangements were surprisingly good considering the lack of sanitary equipment available in Delhi. The water-flushing system was a big improvement on the usual bore-hole latrines. Bath water heating was done on the ancient, and Arabian Nights' pattern of huge cauldrons, but everybody got hot bath water who wanted it, and there were few complaints.

"The Dispensary was, encouragingly, not much used, but, always ready to deal with emergencies, which were few. One serious case which occurred was promptly referred to hospital with the consent of the leaders of the delegation concerned.

Food

"The perennial headache of any all-India Conference is to evolve a type of food suitable for people of varying tastes. Every

international centre, like Santiniketan, faces the same problem. Generally speaking, the question was not too satisfactorily solved at the Festival despite the fact that for the rate charged the food was as good as could be expected. Rice was provided for the rice-eaters; Chapattis for the wheat-eaters. Both were available to those who took both. In spite of the pains taken food left some-thing to be desired. The following suggestions are made after discussing possible improvement with a cross section of students:



- (a) It is a general Indian custom to eat the heavy meal of the day before 10 a.m. Most students are accustomed to take the meal before leaving for college. The slender breakfast offered was inadequate to deal with a healthy adolescent appetite. 'Parathas' or 'dallia' was a necessity, and bananas would have been useful.
- (b) Northern Indian students were generally more satisfied than the Southerners. Rice was half-boiled, and needed to be cooked by some one from the area concerned. Daily buttermilk and a pickle are also vital for South Indian diet.
- (c) It is suggested that in future the canteen plus kitchen should be run by a group of students from our Domestic Science Colleges from all over India. This will give such students a functional interest in the Festival and much valuable experience. They can be

guided by the professionally trained caterers of the All-India Women's Food Council. Service of all kinds should be by the students for the students. Self-help should be the principle: the untidy and unappetising appearance of the dining tent could have been avoided by the simple expedient of making each student responsible not only to serve himself, but to deposit his used utensils in a definite spot. Hot water, towels and soap should be provided so that all could learn how to look after themselves. A more 'scoutish', atmosphere would have been an advantage.

Volunteer Work

"The volunteer work done by the Camp College students was willing and conscientious but untrained. It tended therefore to be slovenly, and this was particularly noticeable in the Reception Tent. N. C. C. or Scout and Guide volunteers would have been better. A uniform and a smart and disciplined way of working would have mitigated the bad effect. Alternatively, the same excellent Camp College boys could have a preliminary *ad hoc* training camp for work in the Festival.

"Mixing" Problems

"In my personal opinion, the greatest lack in the Festival was in its failure to organise the mixing of the university groups outside 'work' hours. This opinion has been formed after many discussions with the students who took part. They said, almost without exception, 'we want more opportunities to get to know one another'. Spontaneous, unofficial mixing of inter-university groups took place after the evening performances as most young people were too busy rehearsing and working in the day-time. There was a regular circle of students meeting behind the Canteen, with music and songs. What everybody wanted was a regular 'Camp Fire' which could have been held daily from 9-11 with 'Lights Out' at twelve. There is no reason why a 'Reveille' and 'Last Post' should not be sounded daily to ensure that the students get enough sleep. Suggestions for the running of the Camp Fire are:

1. A separate unit should be placed in charge of it, chosen from students specially selected for this work. Each university might be asked next time to include in their contingent one girl and one boy student without any work to do for the Competitions. These students, chosen for their social gifts, jolliness and aptitude to take part in unrehearsed camp fire skits, etc., would have the job of organising programmes for the daily camp fire and getting volunteers. This

'fluid group' could have a special simple uniform and be a great cohesive force in the Camp.

2. An effort should be made by the Camp Fire organisers to break down State and language barriers, draw out shy students and so on.

"There was incidentally a general feeling that students should be officially included in the organising committee for the Festival.

Basic Organisation

"Another impression that emerged after talking to different State delegations was that there was in a number of them a feeling that the preliminary work for the Festival had not been done well enough in their various universities. Preparations were sometimes too hurried, and not enough publicity was done, with the result that the best possible teams or individual competitors did not take part in the preliminary contests, or were not chosen. This was not true of all universities.....in some, work went ahead well and smoothly..... but it did give some students a feeling that there was a sense of grievance in some circles of the university.

"The time has now come when the university preliminary contests and the publicity need to be looked after by a definite officer appointed for the purpose. Professors and students are too overworked on the one hand, and too absorbed in other matters on the other. A regular Youth Welfare Officer attached to each university in India would ensure that things were done on time. A Youth Welfare magazine on the lines of the 'Social Welfare' magazine of the Central Social Welfare Board, would also help."

But far and away the most interesting part of the Festival for participant as for spectator was the solo and group singing and dancing. On this we publish below the views of S. A. Krishnan of the Lalit Kala Akadami as also his report on the Exhibition of Student Painting:

"There is nothing basically wrong with students. Indeed they have great potential talent. All that they require is wise guidance.

"On the whole, the classical music was of a high standard. As, with one or two exceptions, the musicians were amateurs, this is really to say a great deal. The prize winners in the instrumental music competition—Jaya Basu of Calcutta University, and Debabrata Chowdhry, also of Calcutta University—were outstanding. There were fine violin recitals by Kamallesh Kodesia of Lucknow University and Miss Langwanker of Baroda. We had spectacular

performances on the *veena* in the Karnatic style by V.G. Subramanian of Annamalai University, on the *tabla* by G.S. Tade of Saugar University, Kowshik Mehta of Gujrat, Santosh Kumar of Utkal and Chandreshwar Prasad of Bihar.

"The singing was less good than the instrumental music for men, but singing by women was of great excellence. I would mention specially the music of Sarojini Pradhan of Delhi University and Pritam Bannerjee of Calcutta. Another fine stylist was Kalpana Bannerjee of Patna University who sang with emotion and understanding.

"But by far the loveliest and most excellent part of the cultural programmes was the group dancing. This was generally of a very high standard. There were purple patches but on the whole very well coordinated and pleasant performances were presented in this part of the competition.

"The most outstanding group dance was given us by the Gauhati team. This had the impeccable purity of the Manipuri style and team work was excellent with very suitable music. Gauhati and Nagpur tied for the first place. Another memorable group dance was given us by Nagpur University. I am still haunted by the strange melody of the music of this dance, the gay faces of the dancers as they wove unusual rhythms into the intricate pattern of their dance. The Utkal group dance was essentially a ballet. It was good fare and rightly deserved the second place. The Banaras team stood third with a lovely Kurathi dance. The harvest dances of Poona and the Karnatak were both well directed and practised,

"Classical dance by women was on the whole better than classical dance by men. The better ones were very good indeed. And the most outstanding of them—Shanti Pandey of Banaras University—was well trained and had a natural talent for the dance. Among the classical solo dances I would give special mention to Rani Karna of Delhi University, Mangla Pardhi of Nagpur University and Reena Singha of Osmania. I would also mention Archana Bannerjee.

"An important but apparently not very popular part of the Festival was the exhibition of Arts and Crafts that was organised



Group dancing was by far the most colourful and fascinating item





Scene from "Sara Varsh"
the Marathi play staged by
Poona University that
won the first prize



Awards for the best artists

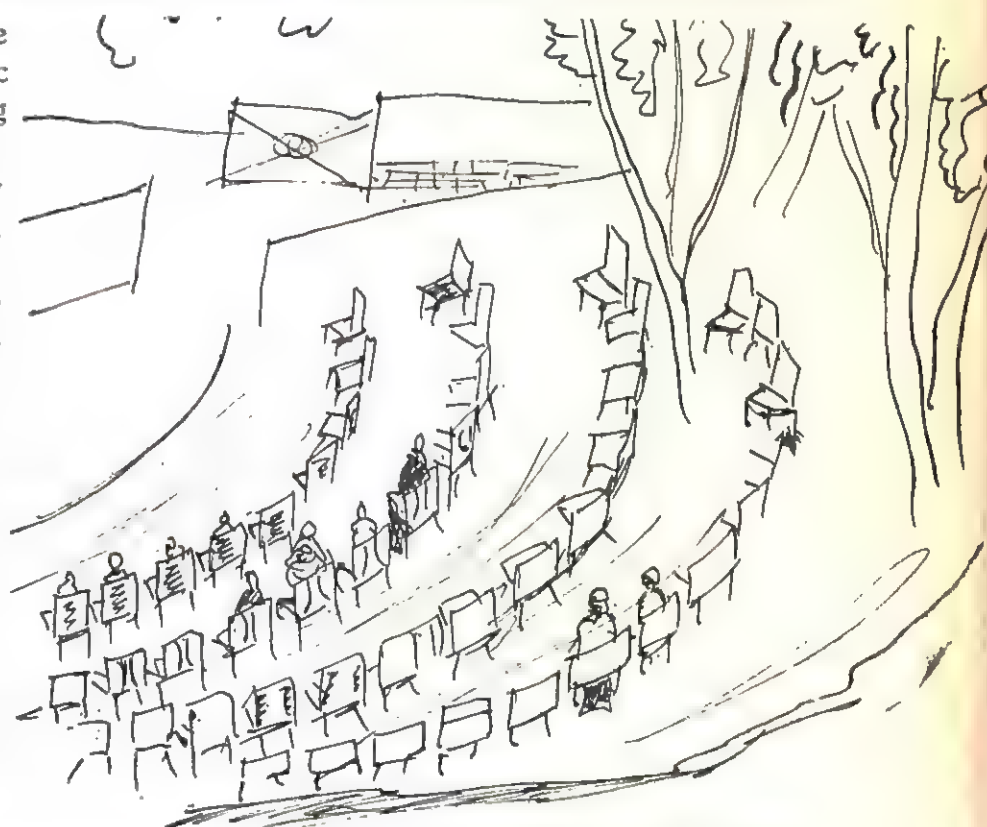
THE SECOND INTER-UNIVERSITY YOUTH FESTIVAL

at Community Hall. There was a big difference between the exhibitions organised for the first and the second Inter-University Youth Festivals. This time the organisers realised the importance of selection and reduced the original bulk of 400 exhibits to about 200 that included 100 photographs.

"The exhibits were displayed effectively this time following accepted standards. But the standard of work was not high. About one dozen paintings excepted, the exhibition lacked sensibility. The photographs were much better than the paintings.

"I would say that most of the credit for the quality of the cultural programme went to the students, not to the colleges or universities that they represented. So far as the singers were concerned they were trained outside their universities. This is probably true also of instrumental music and group and classical dance. Some colleges and universities have dramatic societies and these give a fillip to the activities of students, but few colleges set out to encourage the Fine Arts. University Unions have held exhibitions of photographs and paintings but this is not enough. What we need is a

university or college of Fine Arts that will do systematic work in the field of painting and culture. I do not know whether special lectures by qualified persons are given to students on the Fine Arts. I am not thinking particularly of the enlightened student who will always be a privileged person because he will visit exhibitions on his own account. I am thinking of the student community as a whole that must be positively directed. Somebody has to take an interest in this and what better institution for this purpose than the college or the university?"



The drama at the Second Inter-University Youth Festival was like the curate's egg, good in parts. One of the main problems in all drama in India today

is the choice of a suitable play. Difficult under all circumstances, for our audiences have widely differing tastes and capacities for understanding, this is especially difficult when plays are performed for student audiences. Problems of language complicate the over-all problem of choice for where dialogue is not understood synopsis, however well presented this may be, cannot create that burning interest in what is enacted that is essential to the complete enjoyment of drama. Most students could follow plays in Hindi and English but few from outside South India could follow Telugu, Tamil and Malayalam, and few outside Orissa and Bengal could follow Oriya and Bengali. Add to this the fact that the plays chosen were sometimes in themselves excellent but unsuitable for student audiences. Especially was this so of Osmania University's choice of Shaw's "The Dark Lady of the Sonnets". For anyone who truly understands dramatic dialogue, this is dramatic dialogue at its best, and it does not matter that we are not English or vastly interested today in Elizabethan England—the play's the thing. Also, Shakespeare will always be with us, and the play centred round Shakespeare. But the dramatic dialogue called for a mature and listening audience. Student audiences are proverbially impatient. Capture their attention, get a grip of their imagination in the first few minutes, or suffer their interruptions with irrelevant clapping, cat-calling and loud interjection. We had an example of the immediate grip that a play took of the audience when Nagpur University put on "The Doctor's Dilemma"—a play by a student playwright, Krishnamurthi, in which laugh upon laugh, incongruity upon incongruity, all working towards an inevitably happy conclusion, were just what a student audience wanted.

A judge of drama may never take his cue from a responsive and entertained audience; but a judge must be lost to all sense of theatre who is unaware of the reactions of the audience to a play. Poona University's first prize-winning "Satara Varsh"—a difficult, thought-provoking drama of social conflict—would have been rapturously received had it been in Hindi. It was played, as the playwright intended it to be played, in Marathi which not many understood. In spite of this shortcoming, the play worked itself calmly out to a finish with acting of so high a level of sensibility and production so efficiently executed that there was no sense of lost illusions.

The moral of this is: if a play is well chosen, it can surmount difficulties of language. "The Dark Lady of the Sonnets" was not well chosen. "The Doctor's Dilemma" by Krishnamurthi was well chosen. "Satara Varsh" was reasonably well chosen.

There were other plays that though well chosen were badly produced or stage-managed. One instructive instance was Lucknow University's "Naya Shehr" with a good plot intelligently resolved but badly executed. There were far too many entrances and exits, too much movement and too little concentrated emotion.

There are other things that call for constructive comment in an evaluation of the Festival's drama, such as, the need to learn to produce the voice for an open-air theatre so that there need be no recourse to microphones that irreparably damage stage voices; the need to speak naturally and not to declaim in ordinary conversation; the need to avoid set caricature in servants and *baniyas*—and this is an important point that all student-producers should remember. A free country should produce free servants who are neither cripples nor buffoons. Play after play indulged in the set convention (almost Greek) of the servant as a limping buffoon. It might almost be worth our while to write and enact a play that immortalises the dignity of servants. Nor is every 'seth' an over-fed monster. K. Ahmad Abbas's "Atom Bomb" played by the Aligarh University was ruined by the caricature of a 'seth' and the inability of the cast to create the atmosphere necessary to such a play. A few servant-actors and actresses nevertheless distinguished themselves—there was a 'Dhoban' in "Naya Shehr" and a maid servant in the Oriya play enacted by Utkal University. Both were studies in the amiable and philosophic humanity that we recognise upon sight.

Costumes generally left something to be desired. It is true of costumes as it is of decor that they are aids to the creation of illusion. Bad or slovenly costing, unsuitable decor hinder the creation of illusion or wreck it but no play was ever made by costumes and decor. "Toofan" from Bombay University had excellent decor and started out with the advantage of an atmosphere achieved by decor and good sound effects. It did not progress because the play in effect said nothing. That will not do. The old injunction that "the play's the thing" is still the most valuable counsel to follow in theatre. Without a play there can be no drama, for "words, words, words", decor, costumes, do not make up for the conflict and characteristic action arising out of conflict, that are of the essence of a good play.

EDUCATION *Today*

An Exhibition on Basic education and craft work done in the Basic schools of Bombay State was held at Poona from September 27 to October 2, 1955. The exhibits, displayed on the occasion, included Khadi cloth, carpets, articles of furniture, blankets, cardboard work and toys. Charts showing the progress of Basic education in the State and the correlated methods of teaching were also on view. Demonstrations were given of craft work to show the process of manufacture from raw material to finished product. These were arranged by the students themselves.

Nearly 200 prizes were awarded to articles of approved merit.

From the current academic year all Government Middle and Primary schools in Coorg have been converted into Senior and Junior Basic schools respectively.

Fifteen Primary schools in Himachal Pradesh and 142 Primary schools in Madhya Bharat were converted into Basic schools during the quarter. In addition, five new Basic Primary schools were opened in Himachal Pradesh.

The Government of Madhya Pradesh are to introduce a Basic education syllabus into all the Primary schools of the State. As a first step in this direction, 1,000 existing Primary schools are earmarked for conversion into Basic Primary schools. Financial aid to the extent of Rs. 15 lakhs exists in the current year's budget for this purpose.

In partial implementation of the Basic Education Scheme, the Government of Rajasthan have ordered the conversion of 11 existing Teachers' Training institutions and their attached Middle schools into Basic Teachers' Training institutions and Basic Model Middle schools, respectively. Sanction has also been issued for the conversion of 100 existing Primary schools into Basic Primary schools.

Loaned through the courtesy of the British Council, an exhibition of "Educational Aids used in the Lower Forms in Primary Schools in England", was organised by the Central Institute of Education from 14-16 September, 1955. This modest but educationally valuable exhibition offered many ideas on the place of well illustrated charts, and simple, ingeniously devised equipment, in the education of children.

There were some good charts on geography, physiology, and transport.

EDUCATION TODAY

Especially good series were those on wood technology, wool rubber, rice, citizenship, English teaching, and 'Safety first'. A large picture book with clear illustrations of birds and plants must be sheer joy to children.

Among the "Learning-while-you-play" equipment were the Matching Cards series—a self-corrective reading game designed to develop children's power of word recognition and reading vocabulary built around subjects familiar to children; cardboard and plastic coins, numbers and letters; posting box, learning numbers and arithmetic through number Loto sets and Picture Number sets; a clock to tell the time and other toys and block games, simple, but essential items in any lower Primary school.

An important feature of the exhibition was a set of attractive but not too elaborate books for children and the much appreciated item of English schools—film strips, with notes on subjects such as *Famous Men, Sea Transport, History of the English Theatre, Instruments of the Orchestra, Famous painting etc.*

The Government of Madhya Bharat have framed an eight-point scheme of extra-curricular activities in the State.

The scheme comprises daily mass prayer by students; unfurling of the national flag and singing of the national anthem in chorus once a week and also on special occasions; occasional excursions and picnics; cooking, gardening, etc.; sports and physical exercises; running cooperative stores and banks and performance of social service and social survey; liaison between teachers and guardians to stimulate the latter's interest in school activities, book collecting, dairy keeping, participation in debates and encouraging students to cultivate the habit of newspaper reading through wall newspapers.

The Director of Education of the State has issued instructions to the Inspectorate staff and school authorities to carry out this scheme consistently and earnestly.

The Punjab Government are proposing to establish a Teaching Residential University at Kurukshetra for the encouragement of Higher education and research, especially in Sanskrit, Prakrits and Modern Indian Languages, as also in Indian Philosophy, Ancient Indian History and other aspects of Indology.

With this objective, the Government have set up an Advisory Committee for the proposed University consisting of eminent scholars, educationists and statesmen from the Punjab and other States, with the Governor, Shri C. P. N. Singh, as its Chairman.

The first meeting of the Advisory Committee was inaugurated by the Governor on September 30 1955, and a sub-committee was formed to work out the details of the scheme.

It is proposed to establish a Sanskrit University at Banaras (Uttar Pradesh). The University is intended to be a teaching University with powers to affiliate colleges in any part of Uttar Pradesh and to admit candidates to its examinations from any part of India. A provision of Rs. 32,80,000/- (Rs. 21,50,000 recurring, and Rs. 11,30,000 non-recurring), it is hoped, will be forthcoming in the second Five-Year Plan for the establishment of the University. Necessary legislation to this end is under way.

With a view to relieving the Agra University of a part of its burden, a new University at Gorakhpur (Uttar Pradesh) will be opened and begin to function

from the next academic session. Probably, a provision of Rs 45 lakhs will be made in the second Five-Year Plan of Uttar Pradesh. The Gorakhpur University Bill is expected to be introduced in the legislature shortly.

The Unesco International Seminar on the Development of Public Libraries in Asia was held at the Delhi Public Library from 6-25 October 1955. Delegates from 13 countries met to study the principal library problems in Asia and make recommendations and proposals for the development of Public Library service in Asia, particularly in connection with Fundamental education. Mr. Frank M. Gardner, Borough librarian of Luton, U. K., was the Director of the Seminar.

Inaugurating the Seminar, Maulana Abul Kalam Azad said that while millions in Asian countries could not at present be offered facilities even for Secondary education, the service of the library could be made available for imparting popular education to all the people. He said that 360 million people of India living in more than half a million towns and villages possessed only 32,000 libraries, many of them only in name; that there is hardly one book for every 50 persons and more than 10% have to content themselves with one book per year. As against this the annual use of books in the U.S.A. is four and in the United Kingdom, seven. The lack of books in India, the Minister of Education hoped, would be solved with the setting up of the National Book Trust which would be entrusted with the preparation and production of healthy literature for the people. By virtue of the fact that India had chosen the democratic way of life the library movement was clearly a necessity. Among the important recommendations made by the Seminar were: (1) that each country should legislate to provide a coordinated and planned de-

velopment of public library services, free and accessible to all the people; (2) that the public library be financed by public funds whether national, state or local or a combination of these to ensure stability and continuity of services of a recognised standard; (3) that a Central authority should be constituted for the development of services on sound lines; (4) that a national bibliography should be published quarterly and that the production of material should be in the hands of a national or state research, training and production centre; (5) wherever children had no schooling, library services should be made available to them and librarians should be especially trained to work among the young. It was suggested that Unesco should set up a pilot project to demonstrate library services for children on a regional, state or national basis.

Thirteen Primary schools in Andhra, selected as school-cum-community centres, will each receive a grant of Rs. 1500/ for the purchase of musical instruments, gramophones, play equipment, books and charts etc. and for paying allowances to teachers.

Under the Compulsory Primary Education Scheme, the Government of Madhya Bharat have assigned 355 more teachers to districts, in addition to the 1,196 teachers previously sanctioned.

Besides, 168 new Primary schools were opened in the State and 245 teachers were further employed.

The Indian School of International Studies was formally opened on October 23rd 1955 at Sapru House, New Delhi. Sponsored by the Indian Council of

School of International Studies

World Affairs, it has been admitted to all the privileges of the University of Delhi, including preparing candidates for its Ph.D. degree.

The three-year period of work for the Ph.D. degree entails a written examination at the end of the first year and the completion of a thesis in the next two years. It also includes study of International organisation and law, one region of the South, South-East or West Asia, one language of the area of specialisation, and a study of any two of the following subjects—Geography, International Economics, Diplomatic History or Modern Indian History. Studies of Central Asia, the Soviet Union and the Commonwealth, not yet on the programme, will, it is hoped, be added later.

A chair in International Finance is to be instituted by the Reserve Bank for five years in the first instance, while the expenditure of a chair of American History and Institutions will be borne for four years by the Ford Foundation. The University of Tokyo has loaned the services of Professor Enoki for one year to lecture on East Asian History and Institutions. Other eminent educationists to serve on its staff include, Dr. B.R. Chatterji, Shri W.S. Desai, Shri K.M. Panikkar, Shri A. Aileen and Shri P.K. Sircar.

Most important libraries will also be open to the students of the Institute for research and reference.

The Second Inter-University Youth Festival was inaugurated by the Prime Minister on Sunday, the 23rd October, 1955.

Speaking at an open-air theatre specially erected for the Festival, the Prime Minister exhorted students to think in big terms so that they might thereby grow in stature. Referring to his book "The Discovery of India," he said it was important for students to link

their thought up with their action so that they might achieve integrity of personality. This, he said, was what he had sought to do in writing "The Discovery of India."

A full programme of cultural activities including classical music, vocal and instrumental, group singing and group and classical dancing, an exhibition of arts and crafts, drama and radio play, debates and a discussion on "Student Indiscipline" ran for the week between 23rd and 30th October. Students numbering about 1,150 from 25 Universities participated in this programme. Articles in this number of "The Education Quarterly" are devoted to the Festival as a study in social organisation and as an assemblage of cultural activities. Photographs of various items appear at pages 355, 366, 373 & 374.

The All-India Seminar on "Casteism and Removal of Untouchability" organised by the Indian Conference of Social Work was held under the auspices of the University of Delhi from September 26, to October 2 1955. Nearly 50 social scientists and social workers from different parts of the country participated in the Seminar to devise ways and means of fighting casteism and removing the institution of untouchability.

Inaugurating the Seminar, Dr. Radhakrishnan said it was a good omen that this Seminar was being held under the auspices of a university, for a subject of this kind is best discussed in a dispassionate atmosphere. It is necessary, he emphasised, to make a clear distinction between religion and social institutions. Religion is not committed to any institution, and India today is entering a new world order where we cannot afford to keep defunct institutions alive.

At the closing session presided over by Pandit Pant, Dr. M. N. Srinivas

Director of the Seminar, presented the proposals put forth by the Seminar to tackle the twin problems of casteism and untouchability, on two points.

The Seminar proposed that the Government should enact and try to enforce legislation to eradicate untouchability and segregation of Harijans; that the Government should seek to abolish the system of mentioning a person's caste in official documents.

The Seminar also recognised that the eradication of casteism was not easy in view of certain useful functions that the system still performed. It was necessary to make villages and homes in urban areas scavenger-free. The Government, it felt, should place special emphasis in the second Five-Year Plan on a programme for the improvement of conditions of backward communities. Other proposals were: the eradication of untouchability and segregation of Harijans among students; acquaintance among students with the lives of Harijan saints and a thorough scrutiny of textbooks in schools.

Out of the sanctioned 100 part-time and 50 full-time Social Education centres for *Madhya Bharat*, 50 and 25 respectively were opened during the quarter under report. Besides, 75 reading rooms and libraries were also opened for adults.

The Central Public Library at Nagpur and district libraries in each district, newly opened by the Government of *Madhya Pradesh*, will be responsible for opening other libraries in villages and for feeding them from time to time.

Government assistance is also forthcoming for replenishing school libraries and for payment of grants-in-aid to private libraries functioning in the State.

Eight hundred village libraries are to be established at various places in *Saurashtra*. One hundred such libraries have already been set up while the rest are being opened by *Gram Panchayats*. It was the donation of Rs. 4 lakhs from the *Meghji Pethraj Trust* that made the establishment of these libraries possible.

With a view to helping adult non-matriculates who, under stress of circumstances, were compelled to give up school studies, the Government of *Tripura* have sanctioned the opening of night classes at existing schools. Several of the Government High School teachers have offered their voluntary services to teach in these night schools.

The Government of *West Bengal* have sanctioned the opening of two more district libraries—one at the *Ramakrishna Mission Boys Home, Rahara*, and the other at *Vidyanagar*.

Grants amounting to Rs. 44,993/- and Rs. 43,816/- respectively have been sanctioned for the construction of game stadiums under the *Work Campus Project* at the *Ramakrishna Mission Boys' Home, Rahara* and *Belur Vidya-mandir, Howrah*.

About 200 V.T.C. teachers from all parts of *Ajmer* were recently re-oriented in the Basic system of education at the *Teachers' Training Institute, Ajmer*. The course was of three months' duration.

To meet the increased demand for trained teachers, two additional Normal schools have been opened this year in *Madhya Bharat*. Besides, the double-shift system introduced last year in the old

Normal schools to accelerate the pace of training Primary school teachers has been allowed to continue during the current year. As the Basic education syllabus has been introduced into Primary schools, pupil teachers in Normal schools are being trained according to the same syllabus. In addition, the State Government have opened this year a post-graduate Basic Training College at *Amravati* and another at *Jabalpur* to train teachers required for staffing Normal schools.

Moreover, to provide the trained staff needed for 1000 Primary schools that are to be converted into Basic schools during the year 1955-56, a Basic training centre has been started at *Kirodimal Nagar (Raigarh District)*. The centre will cater for teachers in *Bilaspur, Sangiya* and *Raigarh Districts*. Till the end of March 1956 it is proposed to train 225 teachers in three batches of 75 each. Similar centres, it is hoped, will be opened at other places as well.

Forty-three Primary school teachers of *Tripura* were deputed to the State Training-cum-Work Centre for training in weaving, black-smithy, wood and cardboard work, leather craft, tailoring and knitting etc. It is intended to convert this centre into a Polytechnic during the second Five-Year Plan. When this is done, it will be possible to depute a larger number of teachers every year.

In order to cope with the demand for a large number of subordinate engineering personnel for manning the various irrigational projects and specially the *Nandikonda Project*, the Government of *Andhra* have sanctioned the opening of Compressed Licentiate courses of two and a half years' duration in the Engineering Colleges at *Kakinada* and *Anantapur* for 100 students in each college—60 Civil, 20 Mechanical and 20

Electrical. Only candidates who have passed in Group I of the Intermediate course (Mathematics, Physics and Chemistry) will be admitted to the course. The Diploma holders will be started on a higher initial pay of Rs. 120/- in the scale of pay of Supervisors by way of grant of four advance increments in the scale.

With special aid from the State Government, the *Andhra University* has also opened an Engineering Department in the University College at *Waltair* for 100 students—60 Civil, 20 Mechanical and 20 Electrical.

Now that a large number of development projects are under construction, it has been calculated by the Government of *Madhya Pradesh* that about 2000 overseers will be required during the next quinquennium for the implementation of the second Five-Year Plan. To meet this unexpected demand, three new polytechnics have been started at *Raigarh, Jabalpur* and *Amraoti*. These institutions will admit every year 192 students for training in Civil Engineering as overseers. Courses for training overseers in Mechanical and Electrical Engineering have also been provided. A short term sub-overseer's course of 18 months' duration is also being started to tide over the difficulty till trained overseers are available from the new polytechnics.

THE FOREIGN SCENE

Study of languages of the peoples of Africa and compilation of African dictionaries is being organised at the Institute of Ethnography of the U.S.S.R. Academy of Sciences of the U.S.S.R. Work has already been started on the compilation of dictionaries of the languages of the peoples of Swaheli—inhabiting East Africa, and the *Hause*—the

indigenous population of North Nigeria and French Western Sudan. The languages of these areas are spoken by over 20 million people. The Institute conducts post-graduate courses for the study of history, economy, language and literature of African people.

* * *

The many famous libraries to be found in the old castles of Czechoslovakia have recently been made accessible to research workers on a wide scale. There are about 127 libraries in 71 castles in Bohemia, Moravia and Silesia, and together they contain over a million volumes and many useful manuscripts. In most of these castles, the Government of Czechoslovakia has now provided special equipment and facilities for visiting research workers.

* * *

The first batch of 32 trainees graduated recently from the national fundamental education centre at Klay in Liberia—one of the three national centres now operating in Africa and Asia with Unesco's technical assistance. The trainees, after the completion of the course, are now back home helping to start Primary schools and raise rural Liberia's living standards.

* * *

An archaeological expedition has discovered over 500 ancient tombs that date back to a period before 2000 B.C. It uncovered the tombs in excavations recently carried out on the site of a new hydroelectric station at Stalingrad. Various objects unearthed near the tombs provide clues to the culture and life of the prehistoric tribes that once inhabited the region of the Lower Volga.

* * *

A group discussion programme using readings from great books to stimulate thought on current educational problems is being developed by the Great Books Foundation, U.S.A. Entitled 'Great Issues in Education', the programme is designed to ascertain "whether group discussion can afford the occasion for clearer, more meaningful constructive communication between the two major investors in public education—parents and teachers. Readings in the Great Issues in Education series include works of Plato, Aristotle, Montaigne, Rousseau, Pestalozzi, Maritain, A.N. Whitehead, John Dewy, M.J. Adler and John Hersey.

* * *

A new school of languages, known after its founder, Mr. Frank Bell, as the Bell School of Languages has been opened at Cambridge. Its main purpose will be the teaching of English language, literature and history to overseas students but it will also provide conversation classes for Cambridge University undergraduates. The school will especially provide for teachers of English in foreign universities and schools, visiting students who do not wish to undertake a full degree course and candidates appearing for the university diploma of English studies.

To enable them to gain first-hand knowledge of the British way of life, the foreign students will live as paying guests with Cambridge families.

* * *

A new type of experimental pre-vocational training centre for blind boys and girls of school leaving age is expected to be opened shortly at Hetheringsett Reigate, Surrey. It will have residential accommodation for 25 boys and girls aged 16-18. The length of stay will depend on the needs of each student but two years will be the normal limit.

The principal object of the centre will be to help the students make a sound choice of an occupation suited to their abilities and aptitudes and to develop keenness for their chosen employment. The cost of training will be met by local education authorities.

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Five parent education courses designed for use by discussion study groups, covering stages of child development from infancy to adolescence, will be prepared and tested by the University of Chicago, Department of Education. The Fund for Adult Education has provided the necessary grant for the purpose.

The courses will supplement the basic course, "Parenthood in a Free Nation", which has already been completed and tested by the Parent Education Project at the University under an earlier grant from the Fund. The new courses will provide study and discussion material for parent groups on bringing up children to be mature responsible citizens.

In addition to these courses, the grant will be used to develop methods for training leaders to conduct parent education discussion study groups.

* * *

A Centre to collect all available information on the history of art and civilisation in ancient Egypt is being set up by the Egyptian Government. It will offer research facilities to students and scholars of any nationality and also publish information about ancient Egypt's Art and civilisation. The Centre will maintain a complete record of all the remaining relics of Egyptian life and art from the time of the Pharaohs, thus preserving for future generations invaluable knowledge of man's cultural heritage.

* * *

Implementing its new programme of Unesco Direct Aid to Member States, Unesco has set aside nearly \$8,000,000 to cover projects in education, science and culture in 41 states. The projects range from sending in experts on cosmic rays and nuclear physics to teaching social sciences, developing national libraries and organising educational television. The programme includes sending out 69 experts, awarding 46 fellowships and providing equipment at a cost of over \$40,000.

* * *

The problem of what to do with exceptionally talented children who can be "problem children" if their talents are misdirected, is the subject of a report issued by the Horace Mann-Lincoln Institute of School Experimentation of Teachers College, U.S.A.

It suggests eight steps that schools might take to educate gifted students. Not all are applicable in every case but some are already being used in many public schools.

The approaches recommended are: (1) Keep talented youth in regular classrooms but enrich instruction for them with individual or groups projects in subjects that especially interest them or in which they show unusual skill and ability; (2) try various types of acceleration such as grade skipping and compressing three school years into one; (3) Provide special instruction through schools of music, art, science, mathematics, industrial arts, and schools preparing for the technical profession; (4) Divide large High schools into sub-schools for the arts, sciences and humanities; (5) provide honours or advanced classes to supplement regular instruction; (6) conduct special clubs or after-school classes; (7) allow talented students to take extra courses as electives in their fields of talent or in other areas of general

education ; and (8) help talented students to use community agencies such as museums, arts and crafts and theatre groups.

While many teachers feel that it is psychologically harmful to single out children for special treatment, the report holds that adverse psychological effects are likely to develop in the talented child in a regular classroom if his special needs are not met.

Recent figures show that 100,000 women in Japan take courses in Japanese universities or institutes of higher learning — three times as many as in the past. The increase is an outcome of the 1947 Law on Education which decreed nine years of Compulsory education for boys and girls alike. Today, three out of 10 Japanese women attend the university, and the number of housewives now taking part in Adult

education classes and discussion groups is also on the increase.

Unesco's newly published "World Survey of Education" contains a comprehensive picture of the state of education in about 200 countries and territories. With the exception of three—Northern Korea, Tibet and Oman, almost every country in the world is represented. In the volume are details on everything from domestic science schools in Ruanda-Urundi to the syllabus of Primary schools in the Soviet Union. The book records the important progress achieved in the field of education recently. But it also draws attention to the serious fact that out of every ten children in the world, there are still five who do not go to school at all. Four others go through Primary education, with only one in ten ever attaining a higher level of instruction.

A teacher affects eternity; he can never tell where his influence stops.—Henry Adams



Rural Reconstruction in Action. By H. S. Allen. Director of Education, Near East Foundation, Cornell University's Press, Ithaca, New York was 1953. pp. 204.

DURING the last decade or so technically advanced and prosperous countries have shown great enthusiasm in assisting the teeming millions who lead a primitive life in the rural areas of the under-developed countries to achieve better standards of living. Until recently, only private agencies and enthusiastic individuals were doing pioneering work in this field. But interest in rural reconstruction and community development has been growing rapidly. International agencies, wealthy nations and national governments throughout the world are working together to raise standards of living and thinking.

It is really a difficult task to bring about changes in the life of those who are living in primitive conditions and with limited resources. Specially so when their centuries' old traditions incline them to resist or remain indifferent to change. Dr. Allen has successfully illustrated from the life of rural populations of Iran, Greece, Syria, Lebanon and Palestine how projects of change and development can be converted into a process capable of direction and assessment like a scientific experiment. He has done valuable service by presenting cases and situations experienced in the pilot projects launched by the Near East Foundation, of which he is Director of Education.

The principles of "Social Engineering", like "helping people help themselves", "start from where the people are",

"begin with the felt needs of the people" "the approach should be comprehensive," have become very popular with social workers and community organisers. But very few understand their significance and can apply them in practice. Dr. Allen's book points out how these principles can be worked out in actual living communities. Each of the eleven chapters describes a particular case and its situations. It proves over and over again that the starting point for reconstruction work varies from community to community and the social worker must be both adaptable and confident. It is only by degrees that he can cover the four essentials of individual and community life—economy, home, health and recreation.

The general reader as well as the field-workers and administrators in the Community Projects should study in particular the last chapter of the book. Here Dr. Allen has given the essence of his wide experience in the field. Failure in getting cooperation from the local communities often occurs because proper attention is not given to the nature of projects that should be undertaken first or because the speed of development is not in keeping with the people's enthusiasm and they become disheartened. In the words of Dr. Allen, "It is much better to start modestly and carefully and then forge ahead with ever-increasing speed as the local participants gain faith in the progress. When this procedure is followed, the results are lasting, and in a comparatively short time they exceed what was anticipated when the work was first undertaken. And so we must hasten—but slowly at first."

M. Mujeeh

The Educational Revolution by Colm Brogan. (A Commentary on Post-war Developments) Frederick Muller Ltd. 1954. Price 10s. 6d.

INFORMED courage is as rare in educational, as in any other sort of criticism, and is therefore to be valued. Mr. Colm Brogan's "The Educational Revolution" is such criticism and if it tends to err by stating its case too warmly or too repetitively, these are small shortcomings when balanced against its courage and lucidity.

Mr. Brogan is "agin" the Butler Act of 1944 that he regards as greatly overrated. According to him the Act "formally vested the Ministry (of Education) with powers which were already implicit in its financial supremacy. The Act was liberal in tone and protestations but its administrative changes were deeply reactionary, in the worst sense of that usually admirable word. If a dictator seized power in England and started to impose totalitarianism on the schools he would find Mr. Butler's effort very helpful indeed. The great days of local authority control are over. The Ministry is now a Minotaur in power if not yet in practice".

This is evidently the reaction of a strong individualist in education who places quality above quantity and the wisdom of practical experience above the conjecture of a supposedly democratic ideology. Much of what Mr. Brogan urges in favour of the Public and Grammar Schools of England is clearly correct—and his main thesis that no educational revolution can be effected in isolation but must be treated as an element in the nation's social life, is not to be resisted.

Mr. Brogan believes that the vast majority of human beings feel the need of education because they wish to improve their living conditions. As the Grammar School confirms the established middle class in that class, and offers the working class boy or girl a chance of

rising out of his/her class, it is from every rational point of view a better school to go to than the Secondary Modern School.

At one time the target of both criticism and contempt, the English Grammar School is now an established institution that offers the English Secondary School child a solidly good education, and might well serve as a touchstone for Secondary education in England and, perhaps, other countries of the world. Judged by these standards, the Secondary Modern School clearly leaves much to be desired. Mr. Brogan contends that the dilution of teacher strength in order to provide these Schools with "two bad teachers" in lieu of "one good one" is reflected in the rapidly worsening quality of students.

The ends of Secondary education have not altered. Secondary schools must *teach*, and teaching implies instruction; they must develop character and prepare children for responsibility in adult life. Quality is therefore of primary importance, the more so in a democracy, since the casting of a vote and the understanding of democratic practice imply a trained intelligence and the ability to accept responsibility.

The average product of the quantitative system of education ushered in by the Butler Act fails by both criteria. Mr. Brogan urges a reform of the new model to fit children for life in a modern democracy.

There is so much practical truth in these contentions that they would seem to apply wherever democracy hopes to survive. In India we are faced with if not parallel problems, at least a problem of quantity and quality in education on which all thinking people should exercise judgment. Is it democratic or wise to dilute teacher strength in order to take in the millions who have, for one reason or another, not so far enjoyed the bene-

fits of Secondary education? Is quality ever worth sacrificing to quantity?

These terms and particularly "quality" require to be defined in the context of each country's problems but Mr. Brogan is surely right when he seeks by discipline and commonsense to adjust the child to life, not life to the child. He is not without his pet prejudices and one of them is evidently A.S. Neill, well-known for his appeal against barbarism in schools. At times, too, Mr. Brogan's book grows cantankerous and cavalier in its assumptions of what are and are not common to the middle and working classes of Britain. He has little patience with working class shortcomings, inherited, as he may or may not see, from the pattern of education that sacrificed quantity to quality.

Nevertheless, the issues Mr. Brogan poses are fundamental and are worth considering in India, where the demand, as they do in Britain, thoughtful answers.

Muriel Wasi

Universal, Compulsory and Free Primary Education in India by D. M. Desai, Published by the Indian Institute of Education, Bombay, pp. 392. Price Rs. 10/-.

"UNIVERSAL Compulsory and Free Primary Education in India" is a study of the history and problems of compulsory education in India. The first four chapters which together account for half of the book are devoted to describing the historical antecedents of the Constitutional provision "The State shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, for the free and compulsory education for all children until they complete the age of 14 years" (Article 51). The last three Chapters describe compulsory education in practice in some of the States, discuss some of the problems which seem to hinder the

universal provision of free primary education and suggest certain solutions.

The history of the compulsory movement is divided into five periods. The first period, namely, 1813 to 1882 is described as a period of neglect; 1882 to 1913 as a period when Indian leaders started agitating in favour of the idea; 1910 to 1917 as another period of intense agitation when Gokhale started his pioneering efforts to secure recognition for compulsory education as a State responsibility; 1918 to 1930 as a period of legislation during which many of the larger provinces, such as Bombay, Bihar and Orissa, Punjab, United Provinces, Central Provinces and Madras placed compulsory education on the Statute Book; and finally 1930 to 1950 as a period culminating in the Constitutional Directive referred to above. Except for the quotations from the speeches and writings of leaders like Setalwad, Rahimtula, Gokhale and Vithalbhai Patel, the historical review makes rather dull reading.

This is not surprising, for the narrative of a movement which is neither very old nor has realised its goal can have little that is historically interesting in it. The common failing of the Indian student of history to overquote is also evident in several places and somewhat mars the interpretative aspect of the dissertation.

The discussion of compulsory education in practice and its attendant problems is comprehensive but unfortunately confusing. Causes and effects are frequently confused with the result that the reader is prevented from developing a proper perspective. In the discussion of the obstacles classified as physical, social, political, administrative etc. there is hardly any attempt to bring out the inter-related character of the factors involved. The main hurdle which has been discussed at length is financial. We are told that all expert estimates of the recurring cost of operating a system of compulsory education in

the country vary from 350 to 800 crores a year. The conclusion that this cost is prohibitive is, however, avoided because the author believes that by adopting certain devices it is possible to reduce the cost to the order of 125 crores per annum. Devices referred to include basic education particularly in its self-supporting aspect and certain suggestions made by Parulekar, Naik and Rajagopalachari, especially those relating to reduction in the years of compulsory schooling, increase of pupil-teacher ratio and simplification of the curriculum so that instruction may be given on a part-time basis. Unfortunately there is no reference to the fact that some of these suggestions have already been tried and found wanting.

But even the conclusion that the problem is essentially financial is somewhat suspect. The problem is not really financial. Baroda's is a case in point. Compulsory education has been in operation there since 1906, yet the literacy figure has hardly touched the 30% point! The real difficulty is that the people are not yet sufficiently convinced that in the present economic circumstances of the country, the provision of primary education ought to be given the highest priority. Even the Constitution mentions education up to the age of 14 as a Directive Principle only and not as a Fundamental Right. So long as the people remain unconvinced, no programme of compulsory education can succeed even if the necessary funds were available. One feels sometimes, therefore, that the supporter of the compulsory idea instead of taking the matter for granted and recommending that the Central and State Governments should set apart a sizeable portion of their resources for education in general and for compulsory education in particular, would do well to go into the matter deeper and examine the basis of his none too rare belief that of all activities of national reconstruction the most important is education, and that in education the one that deserves the highest priority

is the provision of free primary education.

Veda Prakasha

Some Experiments in General Education by S. R. Dongerkery; University of Bombay, 1955, pp. 84. Price Rs. 5/-.

THE problem of general education in the degree courses of study in arts and science has been well stated by the Radhakrishnan Commission on University Education (19-9). It was pointed out by the Commission on University Education that the formal courses of study in the University should have three objectives: (i) general education (ii) liberal education and (iii) occupational education. They explained further that the aim of general education was to make available to the student, and to inspire him to master, widely selected information as to the facts and principles so that he would have representative and useful data on which to base his thought, judgment and action. Thus, general education was to enable the student to live a rich and fruitful life as a citizen in a free society. Liberal education was intended to prepare a student for independent thinking, critical enquiry and appraisal.

Actually, it has always been difficult to draw a line between general education and liberal education, but general education as understood in the USA is liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy. Obviously the need for general education has been felt in the new universities because of the requirements of democracy, as against the objective of liberal education which was provided by such ancient universities as Oxford and Cambridge. General education thus only extends the scope of the benefits that liberal education bestows on students bringing within its scope modern knowledge of science and technology and information regarding

all the activities of men and women under a democracy.

The third aim mentioned in the University Commission's Report is occupational education which is meant to prepare the student for his life work or for specialised interest. Occupational courses, such as those for medicine, engineering, law, technology, agriculture, etc., are predominantly meant to be covered by this.

General education is probably most valuable as a corrective to over-specialisation, a problem that has arisen particularly in American universities where specialisation has been carried to the narrowest areas of knowledge. Where the danger of such specialisation is felt, it is obvious that it has to be balanced by courses in general education. The problem has been well stated in the famous report of the Harvard Committee (1945) on "General Education in a Free Society". Actually, certain studies and projects have been undertaken by the American Council on Education and other experts only very recently. In the U. K. the only relevant instance is the University College of North Staffordshire established in 1949 where a new experiment in a four-year course leading to a B. A. degree is being tried. It may be useful to examine carefully the position at universities of the U. K., France, Germany, the USSR and see whether specialised courses at the university level if properly balanced by suitable basic courses at an earlier stage cannot save us from the danger of producing inhuman specialists.

Mr. S. R. Dongerkery, Registrar, University of Bombay, has given us "Some Experiments in General Education" after his earlier studies "Universities and their Problems", "Universities and National Life", and "Universities in Britain". It is difficult to understand what the author is driving at in this book. If, for example, it is intended to be an account of some experiments carried on in the colleges of

the USA with no attempt at evaluation or at analytical or critical exposition of the experiments, why should there be in the last chapter a proposed programme for what should be done in the first two years of the four-year Colleges affiliated to the Bombay University only? Here again, the author does not say why the existing programme is unbalanced; nor has he taken into account the fact that the Radhakrishnan Commission had recommended a course of general education for arts and science for the whole period of three years at the post-intermediate level. The author does not, moreover, appear to recognise that under the new reorganised set-up proposed by the Government of India on the recommendations of the Secondary Education Commission, the first year of the intermediate course will be transferred to the final year of the higher secondary education course. He probably assumes without sufficient justification that the first two years of the intermediate course in the Bombay University will remain the same for some time to come and suggests a course in general education for these two years. This again is not tackling the problem from all angles, as the author should have considered what should be the place of general education under the proposed new orientation of Secondary education and University education.

Apart from this, what he suggests for the first year and the second year of the intermediate courses smacks more of American influence than of India's direct needs. For example, in the second year of the intermediate course, it is suggested that one paper in Mathematics or Logic should be replaced by a course in Advanced Humanities. This would mean that neither Mathematics (that is a discipline for students) nor Logic (that serves the purpose of general education in as many respects as Advanced Humanities) nor Advanced Humanities, could be studied with any thoroughness for the required purpose. There does not appear to be academic justification for

the changes proposed. In fact, the academic point of view receives scant attention; there is no attempt to judge the schemes and courses or to evaluate experiments already conducted.

In the early chapters, Mr. Dongerkery takes us through his visits to institutions and discussions on the pattern of University education in the USA as well as the courses of general education experimented at various colleges of USA. He meets presidents and professors of certain colleges and attends a number of lectures and seminars and tutorials in the colleges, but he does not reflect on what he has seen and does not make any attempt to judge what he has heard. The book is not even an account of his travels, for if it were to be considered as a travel book, we should have been interested in his observations on student life, the thoughts of teachers, the ways students and teachers live and think.

Many Americans believe in spreading their University and College education as widely and largely as life itself. Very often a college is only a slice of life, so that the hopes and aspirations of the average American are not uncommonly reflected in it. This is not true of British universities to the same extent and certainly it is much less true of Indian universities. The techniques and methods employed in American colleges may not therefore in their totality serve our purpose at the present moment, though we should be glad to know all about them and to benefit at least by this information.

Sanitas

Judging Student Progress. R. Murray Thomas; Longmans, Green & Co., New York, 1954. Price \$4.50.

THIS book is intended to introduce the prospective or the in-service elementary school teacher to effective ways of evaluating children's growth in the classroom. Every teacher faces

three basic tasks. He has first to determine what is worth teaching to his pupils. Next, he has to work out the problem of method or procedure. The teacher of today can choose from a great variety of methods and techniques which have been tried out and found helpful. The author of the book lists the following procedures: class discussions, workbooks, student-written work, reading books and magazines, lectures, field trips, group work, charts and maps, movies, recordings, photographic slides, television programmes (these are not yet available to our teachers), guest speakers, teacher demonstrations, socio-dramas and individual student projects.

Having decided to use one or other of the above procedures, or some other that may not be included in this list, the teacher will have to evaluate the success or failure of the work. It is this third task of evaluation with the teacher which the present text is primarily concerned.

The teacher in the traditional type of school may be concerned only with his pupils' scholastic or academic achievements. But the teacher in the progressive school takes a wider view of his task, because his objectives are broader. He is concerned with the total development of his pupils' personalities. The text under review will help him to develop the knowledge and the skills that are needed for effective many-sided evaluation. It deals with the task of creating class tests and tells how standardized tests of achievement, aptitude, intelligence and personality may be used. It offers valuable suggestions on the simple use of statistics and the employment of observational techniques. It describes how social relationships may be evaluated and how participation in group work may be charted. It makes useful suggestions for the preparation and use of check lists and rating scales for assessing student progress. It discusses different viewpoints on the vexed problem of organising and keeping records, and offers helpful hints

for improving marking and reporting practices. It concludes with a presentation of different interview and counselling techniques that teachers can employ in their talks with parents and children.

There are two advantages to a book of this sort. The first is a virtue of style, which is direct and unencumbered by the technical language that sometimes beclouds meaning in professional literature. The second is that each chapter, the final one excepted, begins with an actual classroom or school incident. The idea is not only to show in their real settings some problems which the evaluation techniques discussed in the book will help teachers to solve, but also to bring to life evaluation procedures that sometimes appear to be merely remote and unrealistic to teachers who have grown set in their practice and are difficult to convince about the efficacy of other methods of evaluation.

E.A. Pires

How-to-do-it books. A selected guide. 2nd rev. ed. By Robert Kingery; R. R. Bowker Company, New York, 1954; pp. 262.

IT is often said that Americans have made a science of everything. What-ever that may mean, this guide with a self-explanatory title, assures us that there is something available in print on practically everything. The coverage is not restricted to books. It includes pamphlets, government publications and other printed material all of which is currently available in the United States. The guide lists some 3,500 titles arranged alphabetically under 900 subject headings. The arrangement under each heading is helpful in that the introductory titles are followed by the more advanced ones or the general, followed by the more specific, depending on the nature of the subject. Suitable sub-divisions under each heading are also provided.

The introduction states that the "needs and interests of the typical American family have been kept in mind in selecting subjects to be covered and material to be listed....." This claim may be related to the larger number of titles listed under *Cooking* (236) *Gardening* (217) and *Photography* (169). These three subjects apparently form the more important interests of the American family today. Contrary to expectation *Clothing-Women* is covered by only four titles among which the typical American title is "Oh Dear! what shall I wear?" A queer sounding title is "Teach your wife to be a Widow" under *Widowhood*.

It is not easy to think of a subject or a title which is not included in this know-how guide. However, when so many titles are included on so many different subjects one wonders why the best-seller of all best sellers "*How to Win Friends and Influence People*" should not have found a place in this list when its companion "*How to Stop Worrying and Start Living*" has been honoured by inclusion. Another strange thing is that though *Courtship, Marriage, Family Life, Divorce and Widowhood* are selected subject headings there is no title on "How to remain a bachelor".

The Guide is on the whole a handy reference book. Guides like these also indicate trends in the interests of the common people. Indian publishers might well take a leaf out of this guide and bring together in one pamphlet a list of what is available for a literate Indian family.

N.M. Ketkar

My Left Foot, by Christy Brown. (With a foreword by Dr. Robert Collis). Published by Martin Secker & Warburg Ltd., 7, John Street, London W. C. 1., 1954; pp. 192.

THIS is a most remarkable account of the life of the young author. Christy

Brown has been a cripple all his life and has never been to school. After a few years' private education begun at the age of about 18, he has written the amazing story of his life in the early twenties. It is a chronicle of the hopes and fears, the failures and frustrations, and the triumphs and blissful moments in the life of a cripple who is struggling hard to find a means of communication with the world and an outlet for his restless mind.

Christy Brown had cerebral palsy, i.e., his brain was injured during an abnormal birth in a Dublin hospital. He lacked co-ordination and could not use his limbs. His body was twisted and limp and he could not talk. The doctors said that he was mentally deficient and advised that he should be sent to a home for mentally handicapped children. But the mother had unshakable faith in her child's mental soundness and ignored the advice of the doctors. The mother's intuition was right.

The first proof of Christy's mental ability came when at the age of about five, to the intense satisfaction of the entire family, he wrote the letter "A" with his left foot. Gradually he learnt to write and even to paint with his left foot. Thus his left foot became his vital link with the world.

Despite her immense faith his mother was unable to give him a good general education at home. The author tells us how about six years ago Dr. Robert Collis, President of the Cerebral Palsy Association of Ireland, started him on a course of treatment which has been discovered during the past decade or so and helped him to receive some general education at home. Since Dr. Collis is himself a writer, he initiated him into the intricate art of writing. As a result of this new treatment he is able to talk a little more intelligibly but he is still unable to walk or use his hands. Dr. Collis hopes that he may eventually be able to use an electric typewriter.

Christy Brown tells his story with remarkable skill and engaging frankness. The pathos of the narrative is relieved by an occasional touch of humour and romance. The book is as thrilling as a detective story and the reader never ceases to ask "what next"?

The life of Christy Brown like that of Helen Keller is one more illustration of the power of the human spirit to break through every prison and to conquer material environment. This story will serve its purpose if it helps us to understand that even severely handicapped persons have a part to play in society and that they can make a valuable contribution to our culture.

Lal Advani

A Foundation for Art Education
By Manual Barkan; Ronald Press Company, New York, 1955; pp. 235.

MR. Barkan's book is one for which there is a crying need. The poverty of industrial design, the barrenness and inadequacy of creative work both at the school and University level, the disinterest of the public in matters of art and the resulting isolation of creative workers are all problems which face our society today. Art in Education is probably the only solution that can bring about a new flowering of personality, values and culture. To this end Mr. Barkan's research in and evaluation of the function and meaning of Art for man is a true revelation of the role that it can play.

The first part of the book is devoted to problems connected with Art instruction. Here we are confronted with the practical difficulties of any set method of the varying demands of creative teaching and the new challenges faced in uncharted subjects which is alive and uncharted. In part two, Mr. Barkan discusses the value of the Arts in Experience and Education. Art is part of the struggle for self-realisation and is part of our

impulse to order to perceptual satisfaction, to the development of original and rational impulses. Art is not an end but the means to an end like industry, health or learning. The only end is growth itself. Art in general education is becoming less and less a body of subject matter composed of specific skills and more a way of working and a way of seeing.

The last part of Mr. Barkan's book is of particular interest to those who guide Art teaching. Such Art teaching should discover ways to put to work all the experiences and know-how of our expanding framework of knowledge. We are challenged and need a creative type of education which can ensure personal freedom and spontaneity in organic relationship with disciplined control and social responsibility. The teacher should be able to create "the means for the arts to function as meaningful experiences in the lives of the children."

At the present time in our country there is sufficient awareness of the need for Art in the development of the individual, be he child or student. But we have yet to organise the means to make creative activity a part of the general education of every child. It is not only our syllabuses and curricula that are in need of rejuvenation; we need Art teachers with a true understanding of the function and possibilities of creative activity in an education planned for fuller living.

Jaya Appasamy

Toys, Play and Discipline in Childhood, by Beatrix Tudor-Hart; Routledge and Kegan Paul, London, 1955; pp. 180; Price 10s. 6d.

ALL parents, particularly mothers, will benefit greatly from a careful reading of Beatrix Tudor-Hart's book 'Toys, Play and Discipline in Childhood' mainly because she writes from her own

experience of teaching children between the ages of two to twelve years for 25 years, and not through an improvised theory.

There is a deplorable lack of knowledge among mothers as well as teachers in our country about the importance of play in a child's life. The general tendency among parents who can afford toys, is to buy children a number of bright looking and often expensive toys without any thought as to whether they will help "to learn, train and practise the child's new found skills, e.g. grasping, holding, throwing, walking, climbing, co-ordination of eye, hand and brain." Also the toys that stimulate his imagination and creative sensibilities will be most helpful to satisfy so many of his emotional needs and feelings as well. Often the child learns more and gains more satisfaction from the material he provides himself with, if of course he is given an opportunity to do so. For instance, earth stones, sticks, water, sand and, in fact, all he finds in the garden and out of doors generally, and the odd bits he succeeds in picking up indoors are the things he will treasure most, and from which he will create his own play world.

Mrs. Tudor-Hart has done real service to education in this book by showing the intimate relationship that exists between play and discipline for children. Discipline to be of any real value must be self-discipline. It must grow out of the daily social and practical experience of the child. A discipline that is inculcated through fear and is imposed from above defeats its own purpose, because the child's inner personality often refuses to register such an imposition. The result is either to make the child difficult due to his constant efforts to overthrow that imposition or too timid and characterless because he has to submit to a discipline which he does not accept.

There is another discipline and that is the discipline of reality from which children must be given ample opportuni-

ty to learn. For a small child it is not easy to recognise the natural limitations of existence. The simple fact that if he knocks his head against a wall it will hurt, will be learnt after he has had the nasty experience several times. Children get the same kind of discipline in learning to use tools and develop skills both of the hands as well as of the mind. Adults must of course give guidance and support at every stage.

Shanti Kabir

Points for Parents by Elizabeth Pakenham, Weidenfeld and Nicolson, London, 1954; pp. 256. Price 10s. 6d.

THIS is a delightful book written with the object of helping bewildered parents cope with problems arising in the up-bringing of their children. Lady Pakenham is a well-known writer and lecturer on marriage and the family, her style is light and gay and the many little anecdotes included, with quaint drawing by Gerard Hoffnung, tend to keep the reader in a mood of enjoyment.

As a serious book on children, it is somewhat lacking in body though, in the chapters dealing with problems of jealousy, fear, quarrelling and other psychological causes of unhappiness in the family, Lady Pakenham shows deep insight into the subject. The book will be enjoyed and serve as a means of initiation to more serious reading on the subject of child behaviour and the varied patterns it presents; parents will feel a comforting sense of reassurance that their family problems are not at all unique but are, in fact, quite common. Two chapters have very useful material for parents an excellent choice of good reading material for children of different ages and an interesting chapter on good manners, a theme which most writers on children seem to overlook, to the great disadvantage of children and the adults who care for them.

The book is typically English in the outlook expressed and the environment described but with a little imagination on the reader's part many of the excellent suggestions for entertainment of small children and control of their play could be adapted to other types of environment. Father has, very rightly, been given a place of importance and two chapters are devoted to his part in the up-bringing of his children, so one feels confident in strongly recommending this little book to parents and teachers of small children.

Karen Maitra

Careers for Tomorrow (A Guide to Vocations); by Carrington Shields; Civic Education Service, Washington, 1952; pp. 171.

A collection of vocational sketches (that appeared from time to time in 'The American Observer' and 'The Weekly News Review') is here brought together to illuminate for American boys and girls the world of work which they are about to enter.

Two types of service are usually distinguishable in a programme of guidance, (1) the self-inventory service and (2) the occupational information service. The first helps the individual to take stock of his personal resources and limitations through self-analysis. The second gives the individual information concerning the world of work. Both are equally important in a complete programme of guidance.

Divided into three sections, in the first part "Making your choice", the book emphasises the need for making a choice while still at school. The author rightly emphasises the need for vocational guidance to begin at school, for though school is no time to make any final decision, it is a time to prepare for work.

Included also are two questionnaires, one to make self-analysis possible, and

the other to enable the individual to match his knowledge about himself with the demands of a particular job, so as to help him to find the most suitable work.

Part II 'The Vocational Sketches' form the bulk and subject matter of the book and cover as many as one hundred and two vocations. Though brief, they give the psychological requirements, define the nature of work together with the duties, training and educational requirements, opportunities of advancement, average income, etc.

The discussion under each job has been checked by an expert in the field. This obviously enhances the value of the book.

Further source references are given at the end of each discussion and the author suggests further first hand information through the various sources that he has quoted.

The last part gives concisely a few useful points for holding a job securely. The best of these for anyone, anywhere is "Work hard, but don't expect too much". Others relate to the development of such qualities as willingness to accept responsibility, keeping oneself in good humour and so on.

Lucidly written for the pupil population, every vocational sketch in the nature of a short essay makes interesting reading. The book serves its purpose without erring in the direction of complacency.

C.B.E.V.G.

Other Men's Ways (Series: Unesco and its Programme. XIII) Unesco 1955; pp. 24.

OLD as civilization itself, inter-communication, once a carefree activity of man, is today a changed picture enlarged in magnitude of problem and purpose.

In the light of modern needs, to the old time motive of curiosity, other pertinent objectives are, of necessity, added to travel. Acquiring or imparting specialised knowledge, international understanding of cultural differences, and encouraging cooperation between governments and educational institutions are some of the new trends evident in exchange.

That these objectives are complicated, but not insurmountable, is established by the work taken over by Unesco and recounted in the concise but comprehensive study, "Other Men's Ways".

If the purpose of travel, involving shared responsibilities and heavy expenditure today, is to be rewarded, clearly, it must be subjected to observation research and documentation. Anyone reading the pamphlet will know what this changed outlook on travel and exchange means to Unesco.

Information on the many facets and the far-flung duties of the Exchange of Persons Clearing House widen the outlook of the lay person as of the specialist. "Specialist" in its widest sense can include the teacher, the worker and the youth as Unesco's Special Exchange Programme is built to benefit these three large, but important, groups of any nation.

The pamphlet is also satisfactory source material for further study on the subject. It includes accounts of special studies, Unesco publications and lists of the inquiries that Unesco makes and brings up-to-date with the cooperation of its Member States, from year to year.

Roshan Marker

Report: Bureau of Psychology, U.P. Allahabad—1954-55; and papers read at the Annual Week—1954-55. Published by the Bureau of Psychology, Allahabad.

It was as far back as 1937, when appointed by the then Congress Government

of U.P., the Acharya Narendra Deo Reorganisation Committee unequivocally recommended the establishment of a Psychological Bureau and a Psychological Service in Uttar Pradesh. But no practical steps could be taken to implement the plans till the return of Congress to power in 1946. It had gone out of office in 1939.

The Bureau of Psychology, U.P., started functioning from July, 1947 since when its progress though slow has been steady. With the basic aim of establishing 'an adequate and efficient psychological service for the school-going population of Uttar Pradesh, it has in the year 1954-55 (with the assistance of its five District Psychological Centres) given Educational and Vocational Guidance to 327 and Personal Guidance of Therapeutic nature to 25 new cases of which 4 required intensive psychological sessions. It ran three training courses:— (i) for Guidance Psychologists "with a view to prepare qualified personnel to take up practical work in schools, child guidance clinics, psychological bureaus, training colleges, and other allied institutions", (ii) for two Deputy Jailers, to equip them with the knowledge of techniques to be employed in studying the problems of Indian Jails, (iii) for training of a lecturer in psychology for specialised advanced training. It has also taken up the constructing and standardising of the different psychological tests suited to local conditions; and out of a total of 2,500, it has assisted the Police Department of Uttar Pradesh in selecting candidates for training as Sub-Inspectors.

Although something has been done, yet one feels that more enthusiasm could have enabled the Bureau to do twice the work it has done.

The booklet titled "Papers read at the Annual Week" contains three small but interesting articles on "Duties and Obligations of an Educational Psychologist", "Guidance at Secondary Stage",

and "Psychology in the Service of Correctional Work with Offenders".

D.K. Malik

Recreational and Cultural Activities in Social Education (being the report of the Fifth National Seminar held at Puschimavahini (Mysore) on October 11-20 1954) Indian Adult Education Association, Delhi, 1955; pp. 101.

FOR good or for ill, recreational and cultural activities have come to assume a large part of the time devoted by our People to Social education. It is, therefore, desirable that workers in the field should have in their hands some authoritative thinking on the place of these activities in Social education and the what and the how of them. This book to a large extent supplies that need.

The Seminar worked on the basis of a comprehensive working paper, which embodied the thinking of men like J. C. Mathur and A. R. Deshpande. It dealt with seven problems as follows—the role of recreational and cultural activities in Social education; various kinds of these activities; problems of revival and improvement of existing traditional recreational and cultural activities; recreational and cultural activities through mechanical aids; problems of organisation; means and equipment—training in various recreational and cultural activities.

While there is real need for recreational activities for the people there is some risk, that like parasites these activities will eat away the educational kernel in Social education. The Seminar was conscious of the risk and time and again it emphasised that such activities must be justified by their integral role in Social education. This role has also been explained. Further, the emphasis is laid more on cultural activities that enrich personality than on purely recreational activities. It is in keeping with this viewpoint that the role of libraries,

worthwhile hobbies and the educational aspects of film/filmstrip shows have received due acknowledgement from the Seminar.

We seek to harmonise the role of the government and voluntary organisations in expanding recreational and cultural facilities for the people. While the main load will have to be carried by voluntary bodies, government, too, has certain responsibilities in the field and these have been indicated.

There is little indigenous literature on the subject and it may be worthwhile for the Indian Adult Education Association to bring out the core of the book—pp. 15-56—in all regional languages, so that Social education workers all over India may benefit from the corporate thinking done on the subject at the National Seminar.

Sohan Singh

Kalpna (Hindi monthly) Oct. 1955; Editor: Dr. Aryendra Sharma; Published by Madhusudan Chaturvedi, 516, Sultanbazar, Hyderabad; pp. 76; Price Rs. 11/- (yearly), R. 1/- per copy.

KALPANA is a purely literary Hindi Magazine published from Hyderabad. All the articles, stories, poems etc. contained in the issue under review are of high literary quality and as such have special value for literature of Hindi. *Aadhi Raat: Rel ki Seete* (a story by Dr. Dharmvir Bharati), *Meri Dilli Yatra* (memoirs of a visit to Delhi by Dr. Devraj Upadhyaya), *Barra Nyayapriya* *Hai Swarg* (a poem by Shri C. B. Rao) deserve special mention.

Kalpna has done much to develop and propagate Hindi and its literature in the South; non-Hindi-speaking Southerners have developed interest in and aptitude for Hindi during the past few years—*Kalpna* deserves a share in this significant cause.

Oversea Education. Vol. XXVII, No. 2, July 1955. Published for the Secretary of State for the Colonies by Her Majesty's Stationery Office, London. Quarterly: Price 2s.

The *Oversea Education* reports mainly on educational experiments and research carried on in tropical and sub-tropical areas of British administered territories. The two particularly interesting articles of the five included in this issue are "Evaluation: Its methods and problems" and "A Swahili Play". Its feature 'Notes' covers a whole sweep of educational development in these areas. Read with a discerning eye the journal can be informative and instructive.

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SECONDARY EDUCATION SECTION

EXTENSION SERVICES IN TRAINING COLLEGES—A NEW VENTURE

Adapted from an address delivered by Sri K.G. Saiyidain at the Seminar held in June/July 1955, in Srinagar.

THE development of Extension Services in Training Colleges is a comparatively new venture in India. It has been started with a two-fold purpose. It will give the Training Colleges an opportunity to come into intimate and realistic contact with schools in the neighbourhood and thus prepare them to discharge their training function more efficiently. Also it will provide for these schools a well organised and technically competent service which may help them to improve their teaching in all directions. All experienced educationists are aware of the mutual criticism in which Training Colleges and Schools have been indulging for decades. Headmasters and Inspecting Officers in charge of schools have alleged that the teachers trained in Training Colleges have no proper understanding of school problems, that their training is theoretical and the methods and techniques learnt by them cannot be applied under the actual and trying conditions that prevail in schools. On the other hand, the Colleges have come forward with the countercharge that the school authorities fail to provide conditions of work which would enable the newly trained teachers (or even the older teachers) to apply good methods successfully. They allege that the downward pull of the environment defeats their good intentions and undermines their efficiency.

It is an idle task to apportion blame in such a controversy, but I am inclined to think that there is some truth in both the allegations and, even if we are too polite to blame individuals, there is no doubt that the situation deserves blame. A Training College has usually nothing but a single practising or demonstration school attached to it—sometimes even

that is not there—over which it exercises a certain measure of supervision and control which varies from State to State. Its students may carry on their teaching practice in other local schools but they are there on sufferance and the College cannot exercise any kind of deliberate influence over them. The result is that, in actual effect, the college loses direct and realistic contact with school conditions and to that extent its training becomes superficial and unreal. Again, it can maintain no touch with its newly trained students and find out how they are shaping in the schools where they have been posted. This accounts for much of the ineffectiveness which characterises their work. Unless there is vitalizing contact between theory and practice—whatever the field of work—there can be no real progress. On the other hand, it is equally true that, in a majority of our schools, the conditions of work are unfavourable to the unfolding and development of new talent.

There are many factors which are responsible for this state of affairs, but this is not the occasion to analyse them in detail. Part of the reason is to be found in the existing material conditions of schools—the low salaries offered in the teaching profession and, consequently, the indifferent quality of the personnel drawn to it, lack of adequate equipment and buildings, and inadequacy of appliances, guide books and other teaching aids. It lies also in the incompetent guidance offered by administrative officers, the feeling of apathy on the part of teachers, and the absence of stimulating contacts between them and inspiring educationists. The net result is that newly trained teachers who are posted to an average school find themselves work-

ing in a depressing and uncongenial environment and, even when they have the necessary competence and enthusiasm, they do not get the right kind of encouragement and guidance and, within a short period, lapse into indifference or a sense of frustration. We have to try and adopt vigorous and radical measures to improve this sorry state of affairs.

The Ministry of Education has undertaken, or is planning to undertake, a number of measures to deal with this situation. The schemes for improving the salary scales of teachers and their social status, the organisation of Conferences and Seminars for teachers and headmasters, the establishment of holiday homes, research in Training Colleges on problems of Secondary education, improvement of the libraries and laboratories of Secondary Schools and of teaching methods and equipment in important fields of study are all part of a co-ordinated and carefully thought out scheme for raising the efficiency of Secondary Schools as well as Training Colleges. All this is good, but more remains to be done. We have to build a bridge between these general schemes and the hard core of concrete improvements in every individual school. There is sometimes the temptation to imagine—particularly when we operate schemes from a centre distant from field work—that the formulation of good schemes and the provisions of requisite resources will necessarily result in effecting actual improvements. This depends largely on whether any particular school has—or has not—that rare individual, a *really good* headmaster, and a cooperative staff with a sense of duty and professional integrity.

It is for this purpose—making an impact on individual schools—that this new scheme has been formulated. It is obviously the duty of every Training College to give all the help it can in improving schools within its reach and to equip itself with the necessary technical competence. It has not been possible for the colleges to perform this function partly because they lacked the requisite

resources in personnel and equipment and partly because there was no administrative set-up to give them the necessary authority for the purpose. Under this scheme, we shall be able, in co-operation with the Ford Foundation, to provide each of the selected Training Colleges with two additional members of the staff, whose main job will be to develop these extension programmes, and in addition to give them the requisite apparatus and equipment (including equipped mobile vans) for their work. For the first time in the history of these Training Colleges, Extension Departments will become an integral part of their work and they will have the means to carry out their new duties.

The object of this Seminar is to plan a tentative programme of work, through our pooled wisdom and experience, which will put this venture on a sound footing. Before we proceed to do so, may I invite your attention to one rather basic fact that we must bear in mind? While from one point of view, the problem, say, of the reconstruction of Secondary education, is a single national problem, from another equally valid point of view, it is 10,000 different problems i.e., every single Secondary School is a unique, individual problem or, may be, several different problems. Our approach and point of departure, therefore, should be a study of the actual situation in each school with which we are concerned so that we may realise, through a process of co-operative thinking between the Training College staff and the school teachers, what the special problems of each particular school are and how they can be tackled. It is no use imposing some preconceived programme of reform on all schools—each school must be envisaged as having special problems of its own whose discovery is the first essential step in their solution. What I would like to visualise is that, as soon as the Extension Department has been established in each a College, the staff concerned visit each school, sit round a table with the Headmaster and the teachers, crystallise the special problems of reconstruction with

which it is faced, thrash out possible lines of approach and formulate a decisive plan of action in which the role and duties of each participant are clearly defined. They should not only do this but also ensure that the necessary materials, books, teaching aids and the technical guidance needed are made available for the purpose. Some of these may be provided under this scheme while, for the rest, you will have to rely on the budget of the college, the resources of the schools concerned and, above all, on that unlimited but scarcely exploited source—your own ingenuity and resourcefulness, your ability to enlist the help of the school community and of a cooperative and appreciative local community.

While this preliminary survey may well be fairly comprehensive, I would suggest that, as a matter of tactics, too many things should not be crowded into the programme at any one point of time but a concrete, modest and practicable programme, covering a few of the most important items, be taken up at first and followed up vigorously so as to make a perceptible impact on the life and academic efficiency of the school. I have found, over and over again, that there is more virtue and value in a comparatively small project being implemented successfully than in a much more ambitious programme being handled incompetently or inadequately. The success that we gain in the former case generates its own dynamism and makes later efforts easier and more effective. I trust, therefore, that this Seminar will devote itself in the first instance to the selection of general problems and areas of significant interest—like the curriculum, the syllabuses in different subjects, the teaching of languages, the development of co-curricular activities etc.—and then work out in broad outlines the actual projects that can be taken up in each field. Such projects have, I presume, been worked out by most of the colleges and they will no doubt, receive the benefit of group criticism and evaluation. When this has been done and the broad outlines of extension work are clear, you will be con-

cerned with the next stage to which I have already referred i.e., the stage of the survey on the spot of the needs and problems of each individual school. When I speak of the college staff concerned with this work, I am not referring merely to the Co-ordinators and Assistant Co-ordinators specifically provided for this purpose in the scheme but the *entire* staff of the college which has to be interested in, and associated with this work. The specific staff is provided because this is a new activity and we would like to give it a good start. Under the general guidance of the Principal, these two persons will be on their toes all the time to ensure that this is done. But, unless they are backed by the support of all the members of the staff, this activity cannot very well survive as an isolated island in a sea of indifference or unconcern! And, in any case, that will defeat half the purpose of the project which is to make the Training College as a whole more aware of, and responsive to, the school situation.

I have no delusions whatever that the work which is now formally launched and which will go on for at least three years to begin with, is fraught with many difficulties—not merely technical but administrative. It is a new kind of wine being put out in the educational system and it has to define its role and establish its bonafides vis-a-vis the existing educational machinery. The most important single objective in this connection is to *create a cooperative atmosphere for this work* at all levels. The Education Departments and the inspecting staff under them must not just passively tolerate this activity but give active help in ensuring that no friction is allowed to develop between the extension staff, the schools and the inspection staff. It is for you, out of the wealth of your experience, to visualise the possible difficulties and points of clash and suggest 'pacifying' measures. Again, there is the process of preparing the staff of the schools for intelligent co-operation in this campaign and you will have to discuss how best this can be achieved. Thirdly, you will have to

think out ways and means for orienting the staff of the Training College itself so as to ensure that maximum co-operation.

In conclusion, I would like to take this opportunity provided by the presence of the Principals of so many Training Colleges and other educationists, to stress the importance of the reconstruction of Secondary Education that is being undertaken in the country at present. The establishment of multi-purpose schools, the raising of Secondary into higher secondary schools, the improvement of teaching in the existing schools, the reform of examinations and a host of other similar problems have to be tackled in this connection. Any radical educational reconstruction naturally involves the uprooting of established ways of thinking and behaviour, the reorientation

of teachers' minds, the change of outlook on the part of administrators, the development of an experimental attitude in Training Colleges and other key points and the re-education of public opinion. Obviously, this is no easy task. It will require honest, intelligent and co-operative effort on the part of all the agencies concerned. My personal opinion is that the crucial position in this multi-pronged attack is occupied by the Training Colleges and, unless vitalising impulses are sent out by them all over the country through their trained teachers and their extension work, all our schemes will remain ineffective. I pray that by our devoted and intelligent work we might be able to avert that educational calamity.

K.G. Saiyidain

ACTIVITIES AT THE CENTRE

Conference of Educational and Vocational Guidance Experts

A Conference of experts in educational and vocational guidance was held at New Delhi on September 1st, 1955, to discuss problems of guidance at the secondary level. Some of the recommendations made by the Conference are given below :—

1. Each secondary school (multi-purpose schools particularly), should set up a guidance department under a trained graduate teacher who will be mainly responsible for the work of the department, but assisted by the other teachers in maintaining systematic records of the physical, intellectual, and social development of children.
2. To steer the work of the guidance departments of the schools as well as to give guidance in difficult cases, there should be a whole-time Counsellor for every 25 schools.
3. State Governments should organise training courses for the guidance of teachers and counsellors and associate with this work Teacher Training Colleges, University Departments of Education and Psychology, and other agencies doing guidance work in their respective areas. The duration of the course should not be less than three months in the case of the former and not less than one year in the latter.
4. The Central Government should reserve a certain percentage of foreign and local scholarships for training in test construction.
5. While adapting foreign tests to

Indian conditions due care should be taken to see that besides the form, the contents of the test are also properly adapted.

6. The educational and vocational guidance bureaux should for the time being limit their research activities to guidance work which is of immediate importance.

* * *

Conference of Psychologists

On September 2, 1955 a conference of psychologists was held to consider the recommendations made in 1951 by Professors of Psychology. The following are the main recommendations of the conference :

1. A National Institute of Psychology devoted to both fundamental and applied research should be set up. The Institute should have a well-equipped laboratory and its main function should be to promote and co-ordinate research work in Psychology.
2. The National Institute should further have the benefit of the guidance and direction of a National Council of Psychology to serve also as a Governing Body of the Institute.
3. The Bureau of Psychology in the Central Institute of Education should be further developed in cooperation with, and under the general guidance of the National Institute of Psychology.

The details of work and the financial implications of the proposal worked out by the Committee appointed by the Conference are under examination.

* * *

Co-ordination Committee on Syllabii, etc.

Some time ago a committee known as "The Central Co-ordination Committee" was set up to finalise the syllabuses for the various diversified courses to be introduced in multi-purpose schools. The Committee met in New Delhi on the 24th August, 1955 and again from 13th to 15th September, 1955. The Committee has nearly completed its work in respect of Languages, General Science, Social Studies, Humanities, Technical Subjects, Commerce, Agriculture, Home Science, and a part of Fine Arts. Syllabii in the remaining subjects are expected to be finalised shortly.

Education of the Deaf

A Seminar on the Education of the Deaf was held at Mussoorie from 19th September to 24th September. It was attended by 36 delegates and six observers, drawn from practising teachers of the Deaf, Heads of Institutions for the Deaf, representatives of child welfare organisations, and a few social workers.

Inaugurating the Seminar Dr. R.K. Bhan, Deputy Educational Adviser, Union Ministry of Education, said that the present position regarding the education of the deaf was not encouraging, judging from the fact that there are only 43 schools for the deaf in this country where about 2,000 deaf children receive education. He added that the Government of India were thinking of setting up a National Centre for the Deaf, which would include a model school for deaf children, a clinic, a training centre, and a centre for research in Phonetics. He announced the appointment of a National Advisory Council for the education of the handicapped, one of the most important functions of which would be to formulate new schemes in the education and welfare of such people.

Dr. Bhan emphasised the close relationship between the employment of the

handicapped and the curricular content of their education. This was linked with proper vocational training which would enable handicapped people to obtain employment not merely on grounds of sympathy and charity but on their efficiency.

The Seminar was the first of its kind in this country and it succeeded in formulating a comprehensive programme for the education and welfare of the deaf in India. Forty-seven resolutions covering a wide range of subjects were adopted. The Seminar discussed practically all important aspects of the education of the deaf including their education at the secondary stage. In addition to formal discussions, several films dealing with the education of the handicapped, including the film 'Mandy', which was such a success in Britain, were shown.

There was also an exhibition of articles made by deaf students which proved very popular with the visitors. Some of the resolutions adopted by the Seminar, were :

1. That the objective of the curriculum in schools for the deaf should be to prepare the deaf child for a normal life in the community.
2. That the educational treatment of deaf children will vary according to their individual abilities and, therefore, small classes having a maximum of ten children are necessary.
3. That the deaf child should be provided adequate opportunities of contact with normal children at all stages of school life, and the development of speech and inculcation of socio-civic sense is important. The curriculum should always aim at fostering the maximum degree of economic independence in the deaf child.
4. That at all stages the curriculum

should aim at the maximum physical, mental, moral and spiritual well-being of the child.

The Seminar was of the opinion that it was possible to impart Secondary education to bright deaf children, but since at present adequate facilities for this purpose do not exist in India, it recommended that the Central and State Governments should establish model residential secondary schools for the deaf on a zonal basis. It also suggested that until such time as special technical schools for the deaf are established, ordinary technical institutions should be requested to admit deaf students, and to lay special emphasis on their practical training so that they may become skilled craftsmen and artisans. The Seminar recommended that in the case of deaf children academic qualifications should be suitably relaxed for admission to technical institutions in view of the fact that deafness often severely limits the child's ability to receive academic education.

The importance of trained teachers for the education of the deaf cannot be too strongly stressed. The Seminar suggested that the State Government should establish Teachers' Training Colleges on a zonal basis, and that short-term refresher courses should be provided in such colleges. The Central and State Governments should give financial assistance to the teachers taking up the courses and to the colleges organising them. Travelling Fellowships to teachers of various institutions for the deaf should be awarded so as to enable them to visit other institutions for the deaf in this country as well as other countries with a view to enlarge and develop their scope of work. The desirability of uniform syllabuses for the proposed training colleges was also stressed, and it was suggested that the Government of India should appoint an expert committee to draw up these syllabii as soon as possible.

The setting up of a national or State agency for conducting examinations to

award certificates, diplomas or degrees to teachers of the deaf was discussed. The general feeling was that such teachers do not receive adequate salaries. It was recommended, therefore, that the scales of pay for teachers of the deaf should be the same as those for teachers of normal children with equivalent academic qualifications except that at least five additional increments should be granted to the teachers of the deaf after they have taken special certificates or diplomas for teaching the deaf from one of the recognised training colleges of the deaf.

It was unanimously agreed that psychological tests should be adopted and standardised for use with deaf children in India, and that, in this connection, immediate attention should be given to an attempt to standardise verbal and non-verbal intelligence achievement and aptitude tests. The Central Vocational Guidance Bureau, functioning under the Ministry of Education, should have a special section for the deaf.

The importance of providing adequate educational facilities for additionally handicapped deaf children was also recognised. Another important recommendation made by the Seminar is that the education and training of the deaf and the blind in the same school is undesirable and detrimental to both the groups. The Seminar recommended that the Ministry of Education should advise all the State Governments and voluntary organizations working in this field that such schools should be immediately and completely separated.

All-India Council for Secondary Education

The first meeting of All-India Council for Secondary Education was held on October 3 and 4, 1955. It reviewed the work done by the Central and State Governments, and discussed the administrative and educational problems facing the reconstruction of Secondary education in the country. Professor Humayun

Kabir is the ex-officio Chairman of the Council and Dr. Zakir Husain, Vice-Chancellor, Aligarh University, Vice-Chairman. The Council will be assisted in its work by Field Advisory Staff who will visit and render expert advice to Secondary Schools and Teacher Training institutions in the country. A competent body of educationists will thus be able to interpret central schemes to the State Governments and vice-versa.

The Council, which is to have its office in Delhi, will not merely be an advisory body but also an executive body for the conduct of each Headmasters' Seminar and the Extension Services Programme started in the 24 training colleges.

Regional Seminar for Headmasters

With the cooperation of the Ford Foundation, autumn seminars for Headmasters were held at Baroda, Chandigarh, Mysore and Ajmer.

The Baroda Seminar, starting on 22nd September, 1955, ran for three weeks. It was attended by Headmasters from Bombay, Saurashtra, and Kutch and Inspectors of Education. It considered the following six problems in the main:

1. Preparation and training of teachers from multi-purpose schools.
2. Evaluation and Examination.
3. Inspection of Schools.
4. Freedom to schools and freedom in schools.
5. The Secondary School Certificate Syllabi of Bombay.
6. Community Life in Schools.

A programme of lectures by experts in different fields of Secondary education proved of great value in the consideration of problems before the Seminar. In addition there was a programme of social

and cultural activities, which included excursions to places of historical and educational interest outside Baroda and a number of visits to educational institutions in the University. Three morning sessions of the Seminar were devoted to the discussion of experiments which have been tried out by participating Headmasters in their schools and those witnessed by Inspectors while on tour. The detailed report of the Seminar is under preparation.

The Chandigarh Seminar which was held from October 3 to October 9, 1955 was attended by 23 delegates from East Punjab, six from Pepsu, and five from Himachal Pradesh. For sectional meetings the delegates were divided into four groups. Each discussed a large number of topics relating to Secondary education under the following heads:

1. Administration and Supervision.
2. Curricular and Co-curricular Activities.
3. Methods and Means.
4. Evaluation.

The groups devoted considerable time to the discussion of the establishment of multi-purpose schools, the problem of student indiscipline, textbooks, and cumulative records. The discussions resulted in the formulation of projects to which, the Headmasters are expected to work out in their respective schools. Owing to the recent disastrous floods in these areas the activities of the Seminar had to be greatly curtailed. In fact the delegates from Jammu and Kashmir could not attend on account of transport difficulties.

One of the most instructive and enjoyable of the excursions organised was a visit to the Bhakra-Nangal Dam.

Forty-five delegates from Mysore, Travancore-Cochin, Coorg, and Pondicherry participated in the Seminar held

at Yelwal, nine miles from Mysore City. There were 35 Headmasters and six Headmistresses from Government, District Board, Municipal and Private High Schools, and four inspecting officers.

All the 18 problems selected for discussion were comprehensive, ranging from multi-purpose schools, educational finance and audio-visual aids, administration in schools, to research in education. Both Government, and non-Government schools were covered. The discussions were lively. Eminent educationists in the State were invited to address the members and lectures were followed by questions from the audience.

On the lighter side there were excursions, film shows, music and dance programmes. The Seminar, which concluded on November 3, 1955, helped to bring together teachers, old and young, for the progressive exchange of ideas. A detailed report of the proceedings is under preparation.

Headmasters and inspecting officers from Rajasthan, Delhi, Madhya Bharat, Vindhya Pradesh, Bhopal, and Ajmer attended the Seminar at Ajmer, which opened on October 8 and ran for four weeks. The delegates, who were divided into six groups, discussed problems like students' welfare and discipline, inspecting and touring, improvement in

class-teaching, examinations and co-curricular activities. The delegates have undertaken to carry out the various projects and observe the results in their respective schools.

Inspection of Public Schools.

The Government of India have appointed an Inspection Committee to report on the working of certain Public Schools. Scindia School, Gwalior, Hyderabad Public School, and Daly College, Indore, have so far been inspected.

The opening of 13 new High Schools in Delhi during 1955-56 at an estimated cost of Rs. 6,81,000/- has been approved. Three existing Middle schools have been upgraded into High schools.

Teaching of Gandhian Philosophy.

The first meeting of the Sub-Committee on the inclusion of Gandhian teaching in schools and colleges was held on 12th September, 1955 with Shri Kaka Saheb Kalelkar as Convenor. Discussions were held on the various ways in which Gandhiji's life and teachings could be effectively introduced in Primary and Secondary Schools.

WHAT IS A CURRICULUM?

(This article has been adapted and reproduced with the permission of the author, Professor Van Cleve Morris, University of Georgia, and the School Review—a journal of Education, published by the Department of Education, Chicago. It presents not only a brief historical survey of education in general but introduces us to modern trends in curriculum construction which is one of the important keystones of any good educational pattern.)

WHAT is happening to boys and girls in the school rooms? What are they studying? What are they doing, thinking, feeling? Probably no teacher, headmaster, or superintendent would be able to answer these questions as adequately as he or his community could wish but a partial answer is available in the school's programme which we have come to call "the curriculum".

The curriculum is the first criterion by which a school is judged. The student himself may be more interested in sports, the business man in the school board or the school building, the teacher in salaries and working conditions but the primary and over-riding concern of each of them is the programme of instruction. In the final analysis each of these participants in the educative enterprise is concerned with what happens to pupils in class rooms.

The curriculum not only is the main object of lay concern and criticism but also is the focus of all professional study and activity. It is therefore important to understand what exactly the term 'curriculum' means.

In recent years, there have been new and different emphases in education. Class room projects have been developed, field trips are encouraged and audio-visual aids have come into widespread popularity. In contrast, formal book learning has lost its previous importance. The textbook, once the primary guide to class room procedure, has come to be regarded as the symbol for conservative and traditional kinds of teaching. Even the school equipment is being changed to fit new methods of studies.

Historical Aspect

Since the time education first began formally to about roughly the year 1800, it was thought to be essentially tied up with words. The principal task of the learner in ancient times was to write down what someone said. Thus our modern lecture was born. With the slow collection of hand-written manuscripts, reading came to be an important aspect of learning, and books eventually became silent counterparts of the lecture. Historically the lecture has remained pretty much the same to our own day but the invention of the printing press in the late middle ages opened up an unforeseen realm of possibility in the communication of ideas. Consequently reading has now become the principal channel through which learning is thought to be carried on. This conception of education by means of recitation, writing and examination has been characteristic of most western schools, particularly at the secondary school and college levels. But early in the nineteenth century with the work of Pestalozzi and Rousseau, the conception of education by action began to emerge. To the extent that this inter-action can be enriched and made purposeful, to that extent the learner learns. The development of the science of psychology during the nineteenth century gave this idea a strong impetus.

Re-definition of Curriculum

Here then is the turning point in our thinking about the curriculum. Men have always agreed that the end of all education is good behaviour. The ancients believed that the development of a good idea in the mind of an individual

through reading and thinking would result in good behaviour. We know now that behaviour does not automatically follow from ideas and the discovery of this simple fact should lead us to a more sensible form of teaching and learning. The way to develop good behaviour is to enable boys and girls to behave in situations where good behaviour yields more satisfactory results than bad behaviour. The design and manipulation of such situations are the primary tasks of the curriculum builder.

The curriculum in this sense is not a body of knowledge to be read or listened to or thought about, nor a graded sequence of exposures to the arts and skills of civilisation as they have been recorded in encyclopedias. It is rather a series of experiences through which we wish children to go in order to emerge with attitudes, feelings and skills which we deem it important for them to have. This does not mean that children will do as they please in school. On the contrary they will only react to circumstances which the teacher has himself contrived and which are the most likely to call forth responses from the children. A curriculum in this sense becomes a series of graded experiences in which children can actually behave, act and participate in the process of living.

If we could somehow make a complete inventory of desirable behaviour patterns of the ideally educated adult, we would then be on our way to an intelligent and workable approach to the task of curriculum construction. If we desire that children should develop the behaviour patterns of a good citizen, then it is our responsibility to create for them actual life like experiences in the school where more satisfactions of good citizenship yield citizenship. If, in the moral sphere, we want to develop honesty, perseverance, courtesy, responsibility, reverence and all the other qualities that go to make up what we call character then the task of the teacher and curriculum worker becomes one of contriving and creating

those circumstances in the school in which behavioral responses representing these virtues will be called for and will be made attractive so that the learner will accept them as his way of doing things.

It is significant to note that in this respect our traditional modes of teaching have been singularly unsuccessful. We have required children to learn rules of conduct, to verbalise about patriotism and moral rectitude hoping against hope that the ideas we thereby implant in their minds will result in moral and patriotic behaviour. The miracle has not happened. Instead we are left with young people who have learned to evade school regulations, neglect school work and rebel against all that schools stand for. In short they have acquired a totally negative attitude towards schooling.

It is in circumstances like these that teachers begin to see the sense of the reconstructive definition of curriculum. Some teachers are now turning to a kind of teaching in which boys and girls are actively engaged throughout the school day in purposeful projects. These projects which are designed either by the teacher or by teacher and pupils, help to build positive attitudes, and a sense of fairness and justice, a sense of right and wrong in community living which no mere memorising of moral catechism can engender. Therefore teachers have adopted the activity period, the field trip, the motion picture, the whole-child concept. They believe that the employment of these devices will assist in making their curriculum one of living experiences. Out of meaningful, purposeful behaviour, real learning comes.

The Teacher's Role

It would be misleading to suggest that curriculum revision is easy or that the teacher could set up a whole new curricular design in his spare moments. Any sound programme of learning experiences must be laid out in an intelligent sequence.

Any good curriculum must be integrated internally so that each learning experience can be seen as vitally related to the others which make up the educational experience of the learner. Full scale curriculum planning therefore is arduous and complicated, calling for large amounts both of hard practical thinking, and of creative imagination. But there are always places to start where the individual teacher can take hold of the curriculum making processes and begin to see how the new definition of curriculum may manifest itself in better practices. The main point is that there is nothing so esoteric about curriculum planning that the teacher must leave it all to the experts. Any teacher can think and plan creatively any curriculum development provided he understands the behaviour experience concept outlined in these pages, has some imagination, and is professionally minded enough to spend some time on it.

What can a teacher do? You can simply ask yourself the question: What do I want my pupils to be able to do, what behaviour patterns do I want them to develop in this unit of teaching? It is helpful to jot down the answers to the left of a piece of paper. To the right of each of these are to be listed as much in detail as you think necessary the projects, activities and experiences which you think children should undergo in order to develop each behavioral outcome listed, asking yourself the question: "What could my pupils do individually or together to develop this pattern?" In

a third column, list those materials, pieces of equipment, or resources available for carrying out this activity with your pupils. When you have compiled a complete inventory, when you have exhausted your imagination in this direction, you will have what might be called a "curriculum guide", a manual which you can use from time to time to direct the unfolding of your curriculum pattern.

When you put these ideas to work in the classroom with the help of the boys and girls, you will actually be engaged in curriculum construction; for the curriculum, rightly considered, is what boys and girls learn and not what teachers teach. The first test of any unit in a curriculum is whether the pupils find a purpose in it. As soon as you can satisfy yourself on this point, you can be fairly sure that it is educationally valuable. It is not so much the guide that makes a curriculum as it is the understanding of what goes into a curriculum. But the guide is a first step in helping the teacher to break out of the traditional lockstep. When the classical conception of education is discarded and replaced by the modern conception, teaching ceases to be drudgery and promises to become exciting and adventurous. It is by means of procedures such as described here that teachers may come to possess a more mature, more professionally intelligent understanding of the educative process itself.

Van Cleve Morris

AROUND THE STATES

Assam

M. R. S. High School, Titabar.

Three years ago the Headmaster of the School appealed to the students for voluntary labour for carrying out necessary repairs to the school buildings. The appeal met with a quick and encouraging response and during the summer vacation the boys worked in batches of five each and accomplished their job creditably under the general supervision of a teacher. As a result the Head of the School has started the construction of a new school building estimated to cost Rs. 2,56,000 with the students' voluntary service. The work was begun in June 1954, and was expected to take four years for completion. 200 boys were divided into 20 batches of ten and each batch worked once every 20 days, under the supervision of two skilled artisans.

The work has made such headway that the school expects to have the new building completed during 1956.

The staff of the school have also formed a study circle and a recreational club. Staff meetings are held regularly where current events and present day problems in education are discussed. At each of these meetings suitable books on the subject are recommended for study. The teachers themselves contribute short stories, essays or poems at these meetings and experts in education and other subjects or trained and experienced teachers from neighbouring schools are invited to speak. These recreational activities go a long way to reducing the monotony of daily routine in the life of a teacher and have been highly successful.

The Headmaster of *Srigouri High School, Cachar* suggests that the gap between the annual examination and the beginning of the new session can be usefully filled up by organising a school

exhibition in the last week of February. As most of this time is spent by the students in just waiting for the result of the annual examination, an exhibition organised under the supervision of the teachers would not only encourage the development of creative activities but would divert the attention of the pupils from undesirable pursuits. The parents and the general public could be invited to attend the exhibition, and this would promote parent-teacher contacts in a congenial atmosphere. At such exhibitions geographical, historical, and scientific charts and maps would find a place, and also clay models, photographs, drawings and paintings.

To encourage students to do extra reading and improve their style of writing he suggests that two periods a week should be set aside and provision should be made for supervised studies for boys of classes IV to X. Books issued to them from the school library will then be ready during the period set apart for the purpose, and each student should be encouraged to take notes of whatever portions have interested him or perhaps a summary and an article or a poem based on his reading. The best article will appear in the *Wall* magazine published weekly.

This practice has been followed for some time in the school and the results have been encouraging. Shy boys have lost their diffidence and have become enthusiastic contributors to the *Wall* magazine.

Schools in Assam are not usually residential and it is difficult for teachers to know much regarding the children's families or of the conditions in their homes. A knowledge of their academic achievements, unsupplemented by information regarding their background is not enough to assist the teacher in forming a correct estimate of the pupils'

aptitudes, tastes or character and a closer integration of their home life with their life at school is most necessary. Needless to say, parental cooperation in this matter is essential. To help in this parent teacher cooperation, it is suggested that at the commencement of each new session every parent or guardian should be supplied with printed forms containing queries about his boy which he will complete and return each week to the class teacher. Illiterate parents or guardian will send verbal reports. The queries will deal with particulars about the boy's behaviour at home, the age of his companions and friends and their number, the period of time he spends at studies, the games and hobbies, the educational standards of his companions and their socio-economic status, and many undesirable habits which the boy may have developed.

The replies will be entered by the teacher in a record-book retained for the purpose. Thereafter fortnightly staff meetings will be held to discuss the guardians' reports. The Headmaster will be present at these meetings and where necessary, the guardians concerned will be invited to attend. The effect of this parent-teacher association can be observed if the class teachers make frequent visits to their pupils' homes.

Bhopal

The Post-Graduate Basic Teachers' College was recently opened by Shri K.G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education. Hitherto Bhopal had been sending a limited number of teachers for training in various colleges outside Bhopal but the recently opened college will meet to a great extent the steadily expanding need for trained teachers. In addition it will help considerably in the varied field of activities in Secondary education. Another Basic Teachers' College for Women was opened by Dr. Zakir Husain, Vice-Chancellor of the Aligarh University.

Nine Primary schools have been upgraded to middle schools and five middle schools to High schools. There are, thus, at present 20 High schools and 65 Middle schools; the number of teachers has gone up considerably.

It is proposed to establish a Bureau of Educational and Vocational Guidance in the State, and more multi-purpose schools.

Four teachers have been deputed for training in Library Science, 14 for training in Crafts, 11 for A. C. C. training and one for training in the teaching of the deaf.

* * *

Bombay

In connection with the introduction of diversified courses, in the State 23 Technical, 15 Agricultural, 26 Commercial, 15 Home Science and seven Fine Arts courses have been started in the various Secondary schools with effect from June 1955 beginning with standard VIII onwards. There has been a very good response both from the students and the managements of the schools in the implementation of this scheme since the courses in question offer wide choice to the pupils who can select a course according to their aptitudes. It is hoped that in the next four years when these courses are introduced in all the higher secondary standards (i. e. standards VIII to XI) the scheme will bear fruitful results. One interesting feature of these courses is that they are located in Government or non-Government Secondary schools in such a way as to function as catering centres for pupils from other schools in the surrounding locality, thus extending the benefits of the scheme to a much larger number of students.

The Apostolic Carmel Mount Carmel Convent, Nana's Peth, Poona-2

Social Service is a special feature of this institution. The A. C. C. Unit did

very good work in one of the villages sacrificing their pocket money and their free time to help the poor.

The New School, Junnar (Poona)

A group of ten students from each class was selected to repair the school walls in cooperation with the staff members.

S. P. H. High School, Bordi

This school was converted into a multi-purpose High school with effect from June 1955 offering agricultural courses. The School has about ten acres of land where paddy, flowers and fruits are grown. The Japanese method is used in the cultivation of paddy. The school has always played a prominent part in all the activities connected with rural development, and short-term courses are organised for adult agriculturists.

The first Rural Workers' Training Centre which later developed into the Kosbad Agricultural School was organised and conducted at Bordi by this school. The residential arrangements are available for a large number of pupils. The Parsee Panchayat of Bombay has opened, at Gholvad, a rural hostel for Parsee boys coming from villages with the conviction that the inmates of the hostel would be greatly benefitted by the training they would be receiving in this High school, which is a completely cosmopolitan institution. The media of instruction are Marathi and Gujarati. There are at present about 250 students under training.

Irwin High School, Shahupuri, Kolhapur-2

Since 1951 the school has rendered active service in preparing trained student farmers for the country. In co-operation with the Department of Agriculture, Japanese methods of growing rice have been employed.

The Vidyamandir, Narayangaon (Poona District)

periment in Rural education. When the school was first started in 1944 on the main Poona-Nasik Road (the centre of a rural region where a number of roads converge), they kept before them the model of the ancient Gurus with certain modifications which the passage of centuries have rendered necessary. It was felt that something should be done to stop the decay of rural civilisation which is caused mainly by the exodus of all able men from villages to cities. Our initial success came when the inhabitants of Narayangaon were persuaded to subject themselves to self-imposed taxation.

An extensive site of 18½ acres outside the village, mainly waste land, was ploughed and cultivated by the combined efforts of the various school classes. There are small orchards of papayas, pomegranates, guavas, Malaya coconuts, and lemons, and it is proposed to plant a patch of vines this year. Kitchen gradening has been fairly successful and there is also a small dairy unit of six buffaloes. The most notable achievement is the development of poultry. The school has devised a new incubator of its own for hatching 320 eggs at a time. It is so far the biggest incubator worked on kerosene. The school reports with pride that at the All-India Exhibition of Poultry held in Bombay they won the first prize, a success which was repeated in Poona in January this year. The Development Commissioner of Bombay State has recently discussed a scheme with the school authorities whereby they are to be made responsible for supplying good pedigree fowls to Development Centres. With the oil engine and pump set up on the well and with four reservoirs built for storage in different parts of the site, irrigation has become easier and a magnificent public park can now be planned. Since 1953 each boy has been in the habit of pledging himself to planting and rearing a tree in the course of his school career so that his memory there may always remain green.

This year two new projects have been taken in hand. A bund has been put

across the nala on the river side of the site to serve as a manure store for the school farms. One of the classes has undertaken to make a garden on a hillock near the river which commands a lovely view.

The school takes pride in serving the public in a number of ways. It collected and donated a sum of money to the District Local Board to get the Narayangaon Gunjalvadi Road made. It raised a donation of half the cost of the causeway across the river Meena, and persuaded the Conservation Department to contour-bund the whole area between the Ganpir Hill and the Meena river to the south of the village. As a result of this soil erosion has been completely stopped and the supply of water in all the wells has been raised.

The Vidyamandir since June 1955 has been recognised as a multi-purpose school by the State Government. Out of Rs. 40,000, to be spent for additional buildings, implements, and live-stock, Rs. 6,800/- will be contributed by the Bombay State and Rs. 26,400/- by the Central Government.

The success of Vidyamandir must be traced in great measure to the social workers established at Narayangaon. The school feels that a great number of social workers, who can stay on the premises of the school, will be able in four or five years to change the whole face of the countryside.

Shri Shivaji Maratha High School, Poona City has conducted an experiment to encourage among pupils the habit of small savings. This activity which they have called 'My Bank' is conducted on the basis of the Postal Savings Bank and is run by elected students under the guidance of one member of the staff. The average savings range from annas two to Rs. 150/-. Regular cash books, ledgers and withdrawal forms are maintained, withdrawals being permitted once a week.

New English School, Tilak Road, Poona. A model relief map of Bombay State has been made by the students of the school and moulded into plaster to ensure permanency. The entire work was done by the students under the supervision of the Geography Staff.

An exhibition presenting incidents connected with the life of Lokmanya Tilak, one of the founders of the school, was held recently and a number of charts, photographs and outline maps were prepared by the students under guidance from the teachers. The exhibition was a great success.

Shri Gopal High School, Poona. An annual feature of this institution is to undertake some educational projects during the summer vacations. The school has a small workshop where models for the project are prepared. Last year the model selected was that part of the Himalayas where the rivers Jamuna, Ganga, and Alaknanda take their source. It was a scale model with actual miniature rivers and buildings. The train journey to Dehra Dun was shown by a 'remote control' electric train. Coloured lights fixed the location of the important places by approximate models on the map.

The Aryan Education Society's High School, Palghat, has undertaken a project in standard X to encourage self-study and make the pupils library-minded. The month's work is given in advance and lessons of one type grouped and studied together. Most of the work is done during the regular periods allotted to the subjects which they are allotted to study by themselves during the first few periods. Pupils are expected to study lessons with the help of questionnaires to find out the meanings of unknown words from dictionaries and encyclopaedias and to write answers to the questions set and in particular to underline their difficulties. When their note-books are sent in for inspection at the end of the month, the teacher explains the difficult points. This habit encourages students

to make more use of reference books and to collect information on their own.

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Coorg

The Central High School, Mercara (with Technical, Science and Commerce courses) and the Government High School, Ponnampet (with Agriculture and Fine Arts courses) have been converted into multi-purpose High schools and the ninth class in these two schools has been opened during 1955-56. Arrangements are being made to provide these High schools with furniture and equipment according to the draft syllabi and to construct the required buildings.

Three Government High schools have been selected for improvement in Science teaching. Improvement of libraries in all the five High schools is also being undertaken.

Weaving and spinning sheds at seven Government Middle schools are being constructed.

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Delhi

Although Delhi was the first State to introduce the Higher Secondary system of education, the 1947 disturbances retarded its progress. From 1955-56, however, steps have been taken to implement the recommendations of the Secondary Education Commission. With effect from the current year no High school will be recognised by the Delhi Directorate of Education or the Board of Higher Secondary Education, Delhi, as all High schools are to be converted into Higher Secondary schools. Four High schools have, therefore, been, thus, converted. They are to be later converted into multi-purpose schools.

The improvement of teaching in 11 existing schools is contemplated, and 12 school libraries will be set up; crafts are

to be introduced in eight middle departments of Secondary schools. During the second Five-Year Plan period 77 High schools will conform to the higher secondary pattern. Ten High/higher Secondary schools will be converted into multi-purpose Higher Secondary schools. Ten Middle schools are to be raised to the Higher Secondary standard during the Plan Period. It is proposed to open 15 Middle schools and one Public school. Crafts will be introduced in middle departments of 15 Government High and Higher Secondary schools and five private institutions will also receive a grant-in-aid in this respect. Seventy-five schools will be provided with better facilities for the improvement of teaching science and social studies, and for the improvement of school libraries.

The scheme of reorganisation and improvement of Secondary education during the second Five-Year Plan is expected to involve a total expenditure of Rs. 141.30 lakhs.

M.B. Girls' Higher Secondary School.

The school has 786 pupils on its rolls. All take an active part in the Pupils' Parliament. The 'Cabinet' consists of four 'Ministers' each in charge of a portfolio—Information, Recreation and Entertainment, Health and Discipline. The office bearers in each case are elected by the pupils themselves, and receive, when need arises, the guidance and help of individual teachers. The "Ministry" of Information is allotted the task of keeping students abreast of current news through talks, lectures, and magazines. It is also responsible for organising debates.

All social functions, National Days, and festivals are organised and celebrated under the guidance of the "Ministry" of Recreation and Entertainment, while the "Ministry" of Health appoints Health Inspectors for the various classes and rules the Junior Red Cross Society. The "Ministry" of Discipline works with the help of the 19-class monitors elected by the pupils of each class. Rules are framed

by the pupils themselves regarding punctuality, cleanliness, good manners, honesty, and integrity, and every effort is made to see that these rules are observed in class and on the playground.

In addition the pupils have formed a geographical and historical society, a Ramblers' Club, and an Arts and Photography Club. Excursions are organised frequently and the school has its full share of extra-curricular activities.

Himachal Pradesh

The State Government has concentrated on strengthening and expanding educational facilities up to the secondary stage. In order that students may not find any violent break in the curriculum and in the methods of teaching while passing from a Basic to a Secondary school the system of Secondary education is being closely integrated with Basic Primary education.

Steps are being taken to convert High schools in the State into Higher Secondary schools. Some of these High schools are to be converted into multi-purpose schools. Adequate provision is being made to improve Science and libraries in Secondary schools, and for the introduction of crafts in some of the Middle schools.

Two Middle schools have been upgraded to High schools, 8 lower Middle schools to Middle standard, and six Primary schools to middle standard during the current financial year.

Madhya Bharat

To meet the growing demand for Higher education, five Primary schools for girls have been upgraded to Middle schools. Two Government High schools for boys have been raised to the status of Intermediate colleges for general education.

The Board of Secondary Education met in the third week of September, 1955 to discuss the implementations of the recommendations of the Secondary Education Commission. The report of the sub-committee, appointed to suggest the various methods of reform, is under consideration.

Madhya Pradesh

Through a systematic organization of Educational Seminars at various places in Madhya Pradesh, a laudable attempt is being made to inculcate a new attitude in teachers and administrators alike.

Twenty-two Government High schools have been converted into multi-purpose Higher Secondary schools, one each at the District Headquarters in the State. Provisions have been made for 22 Science, 22 Humanities, 7 Commerce, 8 Agriculture, and 8 Technical courses. Provision has also been made for the teaching of crafts in these schools.

Ten Government High schools are to be provided during 1955-56 with improvement of facilities for the teaching of Science at an expenditure of Rs. 50,000 (non-recurring) for schools. forty-five Government High schools will be provided with an initial grant of Rs. 15,000 for laboratories for General Science and for providing equipment and appliances for crafts and the teaching of Social Studies.

Each of the 22 multi-purpose Higher Secondary schools has to be given a sum of Rs. 5,000 for the improvement of their school libraries and 40 High schools will be assisted for the same purpose with Rs. 2,500 each.

The teaching of crafts is to be introduced in 75 Middle schools in the State during the current year.

The Prantiya Shikshan Mahavidyalaya, Jabalpur, is to be given additional equipment and staff and extensions to

the buildings during the current year at an estimated non-recurring cost of Rs. 16,000.

A Centre for the training of Craft Instructors is to be opened during 1955-56.

During 1955-56 it is proposed to train Career Masters at the Vocational Guidance Bureau attached to the Prantiya Shikshan Mahavidyalaya, Jabalpur, and at training centres proposed to be opened by the Government of India.

For this purpose and for the preparation of tests for Vocational Guidance at the secondary stage, a Vocational Guidance Bureau is being set up at the Mahavidyalaya. The college has been equipped with a better library and a separate seminar section consisting of an Officer on Special Duty, and six assistant professors of education has been set up. The entire expenditure is borne by the State Government in this connection.

Four agricultural Higher Secondary schools were established last year and five more have recently been opened. Village workers in agricultural development schemes will also be taught through these schools. In addition to six Vocational High schools already started two additional High schools are proposed for 1956-57. These schools will impart specific and terminal education for semi-skilled or skilled trades and in Crafts or occupations regarding manipulative skill, workshop practice and good working habits. The danger of premature specialisation is avoided by giving vocational education a liberal base.

In the two Technical High schools of the State, one at Jabalpur and the other at Amraoti, students are given education in liberal subjects, and in the fundamentals of Civil, Mechanical and Electrical Engineering according to their aptitude. Workshop practice and Engineering Drawing are compulsory subjects. The schools have a pre-Engineering course which leads to admission into

Engineering Colleges. In addition, trade courses are provided so that on leaving school students can proceed to institutions teaching Higher Engineering or start their own small workshops and make a living.

In the last week of September 1955 the Education Department organised a Seminar at the Prantiya Shikshan Mahavidyalaya, Jabalpur. The Seminar proved useful in clarifying certain basic concepts of the multi-purpose schools and dynamic methods of teaching.

Panjab

Thirty four High schools are to be converted into multi-purpose schools, and 18 High schools are to be given a grant of 15,000 rupees each for the improvement of existing facilities in teaching Science. Ninety High schools will be given a grant of Rs. 15,000 each for improving General Science laboratories providing an equipment and appliances for crafts, and for proper teaching of Social Studies. A training centre is to be started for teachers' crafts, and facilities for training teachers at the Government Training College, Jabalpur, will be extended. One hundred and twenty High schools have been given a grant for the improvement of their libraries. The managements of the non-Government High schools in the State applying for recognition are being told that they must be prepared to introduce courses in Agriculture, Commerce, Science or Technology, (at least two groups) when the pattern of Secondary education in the State is changed to the multi-purpose type.

Rajasthan

Sixty Primary schools have been upgraded to Middle schools, and 20 Middle schools to High schools since July 1955. Science has been introduced as an optional subject in five High

Schools and 25 high schools have been converted into multi-purpose schools with assistance from the Centre. Twenty-four selected Secondary schools have been sanctioned Rs. 11,000/- each for general improvement.

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Travancore-Cochin

Two teachers were deputed for training in Vocational guidance to the Central Bureau of Educational and Vocational Guidance, New Delhi. They have been entrusted with the work of organising a State Bureau of Educational and Vocational Guidance.

A one-week Seminar for headmasters of High schools was held at Shencottah from September 3rd to 9th. Points regarding the reorientation of the educational system as recommended by the Secondary Education Commission, and the various decisions taken so far on this project were discussed.

Twenty-four Heads of High schools were deputed to attend the Regional Seminar of Headmasters held at Bangalore.

The syllabii for technical study, commercial subjects, fine arts and domestic science, received from the Centre, are being studied by expert sub-committees for adoption in the State schools. It has been decided that the revised syllabus should be introduced in classes I to V, Form I and Form IV simultaneously during 1956-57.

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Uttar Pradesh

Under the present Higher Secondary Scheme there will be two public examinations; one at the end of the first two years' course, comprising classes 9th and 10th and called the High School Examination, and the other at the termination of the last two years' course consisting of classes XI and XII and called the

Intermediate Examination. In the former, six subjects have to be offered, but only five are offered in the latter except in the agricultural group. There are six types of Higher Secondary schools: Literary, Scientific, Agricultural, Commercial, Constructive or pre-Technical, and Aesthetic. Hindi with Sanskrit is one subject with independent emphasis on each, and a modern Indian language other than Hindi alternated with a modern European language have been made compulsory throughout the four years' course. General knowledge has been removed from the curriculum at present, but instruction in Physical Training continues to be compulsory. In the first two years' course Mathematics for boys and Home Science for girls have been made compulsory. A weightage of two subjects has been given to those prescribed under the Constructive or pre-Technical group. The intention of the Board in regard to the introduction of vocational subjects in all through the four years' course is to so group the subjects offered for boys examinations that while providing for a sound general education as an introduction to university studies, they should also fit students to enter upon higher specialised courses in technical and professional institutions. In the existing scheme classification of subjects into main and subsidiary has been done away with. Moral education continues to figure as a non-examination subject for classes IX to XII. The examination in curricula in the final two years' course has been split up into two parts with a view to decreasing the load of composite subjects taught in agriculture to enable candidates to acquire a more thorough knowledge of each subject.

Hindi is prescribed as the medium of instruction throughout the four years' course of Secondary education. It is also the medium of examination, but candidates whose mother-tongue is a language other than Hindi are allowed at the discretion of the Chairman of the Board in special cases to answer through the medium of English or Urdu.

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Vindhya Pradesh

The improvement of libraries in eight High schools has been sanctioned by the State Government in accordance with the recommendations of the Secondary Education Commission, and purchase of books and equipments amounting to Rs. 20,000/- has been approved. Six graduate teachers are also being sent for training in librarianship outside the State.

The Government have sanctioned the improvement of teaching in crafts in five High schools. Along with the improvement in teaching anyone of the following four subjects will also be introduced:

1. Spinning and Weaving.
2. Gardening.
3. Tailoring.
4. Wood Work & Bamboo Work, and Clay Modelling.

The introduction of crafts in 20 Middle schools has been sanctioned.

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West Bengal

Bureau of Educational and Psychological Research, David Hare Training College Calcutta

Among other research activities of the Bureau mention may be made of the following projects which are expected to be helpful in meeting the long felt needs of the two important areas in education.

The first area covers all the activities of the Bureau that are related to the proposed Scheme of Educational Guidance at the end of the Junior High school stage. The following groups are being developed for the purpose.

- (a) One Group Intelligence Test (paper-pencil form)

The test is now passing through the process of standardisation, and has already been administered to pupils in Secondary schools of the State.

(b) One Scientific Aptitude Test

Construction of test items under different components of the scientific ability is progressing.

(c) One Language-Achievement Test (Bengali)

After a preliminary analysis of the different aspects of language attainment for pupils of classes VI, VII and VIII (Junior High school stage), test-items are now being constructed under different heads.

(d) One Achievement-Test in Mathematics.

The test intends covering the Content-area as laid down by the Board of Secondary Education, West Bengal, for the three classes, namely, VI, VII and VIII (Junior High school stage). Progress is being made in the construction of items in different areas of the subject.

In the second areas of research work, certain psychometric instruments are being prepared for selection and evaluation purposes in the teacher training programme. One Teaching-Aptitude Test has already been constructed and now awaits experimental validation. One Personality-Inventory for pupil-teachers is well under way. Preliminary analysis of the provisional 112 items has been completed. The work on 'Scoring' the inventory has been undertaken. An Aptitude-Scale for the teaching profession is under construction, and analysis of the data, obtained for the purposes (Continued on page 435)

LESSONS IN THE LIBRARY

This article condensed from the Journal of Education, London, by permission of the editor and this author shows how public libraries can cooperate with schools in introducing children to a bigger world of books. It is an experiment of particular value in stimulating children's interest in books outside the class-room.)

A scheme for introducing boys and girls, while still at school, to the adult departments of a library has been in operation in Sheffield since 1942. Boys and girls from the Secondary modern schools attend for one morning session during their third year as seniors, and are therefore between thirteen and fourteen years of age.

A secondary modern school visit usually lasts one and three-quarter hours. The class numbering 40 is divided on arrival into two groups, and each is placed in the charge of a member of the library staff. While the first group is engaged in the lending and other public departments, the second is at work among the reference books. Approximately half-way through the morning the two groups change over, both groups thus receiving the same instruction.

The lesson on reference books takes place, not in the reference library itself, but in a separate room, where the work can go forward without disturbing grown-up readers. On the shelves of this room are kept ready reference books including the *Encyclopaedia Britannica* and other encyclopaedias, gazettes and dictionaries. These are introduced to the students by the librarian in a lesson lasting fifteen to twenty minutes. Then the question papers are given out—a different one for each child to and the class sets to work to find the answers to the questions from the books.

The first exercise names the book (in most cases a volume of an encyclopaedia) in which a given subject is to be found. Then follow two questions about that subject, framed so as to call for only

the simplest piece of deduction. The second asks for one fact, but does not say where it is to be found. Actually, it is always contained in more than one book, and generally in several. Thus we have, first what is mainly an exercise in finding the right place in an alphabetical sequence, and second, in selecting a source of information. A typical paper runs:

1. In the *Encyclopaedia Britannica*, Vol. II, find 'Hollyhock'.
 - (a) Of what country is the hollyhock a native?
 - (b) In what month is this plant in its prime?
2. (a) In what year was David Livingstone, the famous explorer, born? (He died in 1873.)
 - (b) Write on the line below the name of the book in which you found the answer.

It will be obvious that, with such young readers, and in so short a time, no attempt can be made to suggest methods of study or to set up critical standards. The aim of the talk is to present the idea of the reference book as a source of precise information and the questions are shaped to allow of only one correct answer. The child is thus faced with a single definite objective and the instructing librarian can see at a glance whether he has succeeded in reaching it.

Much of the success in the practical exercises naturally depends upon an understanding of simple alphabetical

order. This point is stressed in the printed brochure describing the different stages of the visit, which is circulated to schools. It is also suggested that a visit to the library should be followed by a revision lesson in school, part of which may be devoted to marking the written exercises. On leaving the library the

teacher is handed a complete set of 'keys' (answer papers) so that each child may be able to check his own work. The key gives a list of books from which the second question could have been answered.

P. E. Charlesworth.

(Continued from page 433)

has been started. A provisional form of the rating scale for evaluating practice-teaching has been prepared, and is to be tried on an experimental basis this session.

Ballygunge Government High School,
Calcutta

With a view to enlisting the responsive cooperation of students in the management of the institution and giving them a sound training in the exercises of their rights and responsibilities, a council of students has been set up. This provides the maximum opportunity for

the development of students' character and for leadership. The Council helps in maintaining discipline in the school, conducting social functions, and co-curricular activities, undertaking social service and civic duties in school, and fostering *esprit de corps* amongst the boys.

At the Krishnagar Collegiate School, Nadia, half-hourly staff meetings are held each day at the end of school hours. Concrete problems of teaching and discipline arising during the course of the day are discussed and future policies chalked out.

ACTIVITIES ABROAD

Australia

A new School of the Air in Australia covers, believe it or not, 10,000 square miles. Every day an Australian teacher sits in a school studio at Alice Springs, a town almost the geographical centre of the continent and teaches children scattered over 10,000 square miles of Central Australia. The school was begun as an experiment in 1951 and has proved highly successful. Switching on her Microphone in the studio the teacher opens an exercise-book on the piano, and waits for the radio-operator to introduce her. She plays the opening bars of the school song and says:

"Now let's hear who is listening! Over to you."

She then touches a switch on the control panel at her elbow, and through the crackling noises, through the vast area of plain, mountain, and desert, which the network covers, come the voices of children. The teacher recognises them all. School has begun.

Children are grouped according to age and grade, and roll calls conducted over the Air. Pupils are encouraged to comment, to ask questions and classes are held in the morning and afternoon. The scheme is meant to supplement the work of correspondence courses which are organised by Government for all children in remote areas, who are unable to reach normal schools. The class-room of over 50 consists of the children of missionaries, miners, farmers, prospectors, and well-sinkers.

At first the children were rather awed by the radio but gradually the teacher won their confidence. After the school sessions some of them talk to each other over the net-work discussing the lessons.

Among the ambitious programme outside the syllabus, in which the students take part, are radio plays which have been extremely successful.

(Courtesy-Commonwealth Today)

Britain

The cost of education in England and Wales has risen by over £ 100 million in the past three years. Much of this is on account of the increase in school population and improving the conditions of the teaching profession. Some of it has been used for new policies. It is interesting to note that 44.6% of this sum goes towards teachers' salaries and superannuation. There is general agreement that the teachers in Britain are too few and oversize classes are possibly the most outstanding problem.

Britain pays £ 400 million a year on education out of which sum nearly £ 1 million a year goes to school buildings. Since 1945 no fewer than 5,000 permanent buildings of all types have been completed, providing an answer to the educational problems caused by the war. The latest and most comprehensive of the Education Acts came into being in 1945 providing among other things, free Secondary education for all with the result that it became necessary to provide a very large number of new schools. Work in this direction has since been steadily on the increase, and today a great part of the building programme has been completed. A fundamentally different approach requiring a high degree of co-operation between manufacturers, engineers, and architects coupled with new technique materials has gone into the building of new schools.

A new residential special school, the first school of its type in Britain will

ACTIVITIES ABROAD

provide secondary education with a technical or art bias for deaf boys. The Burwood Park School as it is called near Walton on Thames will take about 30 deaf boys over the age of 11 who have achieved some command of language and have learned to use speech as their normal means of communication. It is hoped that some of the pupils will eventually take their place in technical schools, technical colleges, or colleges of art.

The selection of pupils will be the responsibility of the school governors. The school is under voluntary management and will be recognised by the British Ministry of Education.

A two-day Conference was organised in London last June by the National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids. The main theme of the Conference was to convince the public that visual instruction in education was necessary, but it was emphasised that no aid could replace a good teacher and equally, only in the hands of a good teacher could visual aids be of any use.

A special feature of the Conference was an international exchange of information about visual education. There were sectional meetings on filming nature; visual material in the education of backward children; the use of visual aids in religious instruction and in the teaching of social studies in secondary schools. Speakers from abroad discussed, with illustrations, the use of educational films, and gave their views on the use of films in the teaching of history in Primary and Secondary schools. The importance of access to historical documents of all kinds in the teaching of history was stressed. Some cities were poor in documentary evidences of history and though photographic reproduction and film strips were helpful, they were unable to evoke the past. Films, however, gave the required dynamic approach. They could guide the pupil through the data of events, helping him to see connections, and gain insight into other periods of history.

Discussing rural schools the Minister for Education in the United Kingdom in a recent statement in Parliament said that the biggest increase in any one year in the number of secondary schools would occur in 1958 and the demands for school buildings needed on this account were now reaching a climax.

Rural reorganisation was expected to cost 10 million to 50 million sterling more than originally contemplated largely because many new Secondary schools needed for this purpose had to serve both town and country.

The shortage of scientific man-power in general and of teachers in particular has been a dominant theme of late in Parliamentary discussion. It is felt that a shortage of scientific man-power is threatening the expansion of the industrial atomic energy programme. There is a nation-wide shortage of certain types of Scientists and Engineers and steps are needed to attract trained men and women for future service. One of the greatest tragedies was the early leaver from the Grammar school. The report on early leaving showed that 11% did so because of poverty at home, 23% because they were offered a job and 33% because they wished to be independent.

FRANCE

World Network of Youth Projects

Youth workers from 12 countries met in Unesco House, Paris from November 2nd to 5th to discuss Unesco's programme of work with youth throughout the world. Chosen by the Director General to form a Consultative Committee on Youth Work, these 24 men and women represented international youth organisations with greatly varying tendencies and methods, and the Governments or National Commissions of Burma, the Gold Coast, Cuba, United States, France, Hungary, Japan, Lebanon, Peru, Philippines U.S.S.R., and Yugoslavia.

One of the main subjects for discussion was a new Unesco project—Associated Youth Enterprises. Under this programme, Member States, National Commissions for Unesco and international youth organisations were invited to submit projects of an experimental nature which clearly contribute to international understanding and cooperation or to the development of social responsibility among young people.

Projects selected as Associated Youth Enterprises will be assisted by Unesco, technically and in some cases, financially and their results evaluated. In this way it is planned to promote pioneering in educational research and out-of-school activities for young people through a worldwide network of pilot projects and the new methods thus developed will be made generally available.

Among 40 projects on which information has already been sent to Unesco are: The Reception of Young Foreigners in Paris; Centres for young unemployed women in the Philippines; Health and Hygiene Campaigns for girls in the Fiji Islands; Hostels for young foreign workers in the Ruhr Valley; the Professional and Social Education of young women workers in Santiago, Chile; a pilot village in the Cameroons to encourage young people to stay on the land; Inter-group cooperation in St. Louis (USA) and new training methods for youth leaders in an international centre in Ceylon.

By Courtesy—UNESCO-NEWS

Turkey

World Conference of Teachers, Istanbul

The conference of the World Confederation of Organisations of the Teaching Profession brought together in Istanbul teachers of forty nations, including all major ones. Delegates representing 30,00,000 teachers attended the

week-long conference. The main question considered was how to raise the status of the teaching profession.

The world-wide study made by the Confederation showed that the teachers' status was better now than five or ten years ago. Most countries reported a higher economic status. Salaries were raised to a considerable extent but the teachers pointed out that compared with other professions the increases were insufficient.

Beyond salaries, the teachers' status has improved socially and politically. Teachers now regard themselves as belonging to a responsible profession with greater power and prestige.

Many delegates said that teachers would not gain community respect until they became part of their respective communities. Teachers were urged to enter politics, to run for political office and take an active part in the life of their community. This would not make the teaching profession politically minded, the educators insisted. Rather, it would bring about a closer partnership between teachers and citizens generally.

Delegates from the major countries reported that schools were in a serious condition. Basically the problem consists of getting more money for increased school loads, and other major problems are:

- (a) A critical teacher shortage in all lands, particularly in the sciences;
- (b) The building shortage;
- (c) The need for improved teacher training.

It was recognised that a conflict existed among the immediate needs. On the one hand the question of salaries and conditions of work called for attention. On the other, strictly professional functions were to be considered. Teachers were warned that too much emphasis on self-improvement would prove harm-

ful to the profession. Emphasis must be placed upon the needs of children and parents as well as on the economic condition of teachers.

The importance of teachers' organisations was stressed, but the recommendation was made that the organisations should adopt a code of ethics to govern teachers.

The problem of how to deal with the so-called caste system in education attracted much attention. Many countries divide their school teachers into elementary and secondary. Elementary teachers are considered inferior; they do not enjoy the same prestige, salary or other considerations received by high school teachers. This had caused a rift in teachers' ranks in various nations.

A proposal was made that this artificial division should end. Several delegates urged that elementary and secondary teachers should work together to raise school standards. The delegates pledged a continuing campaign to make teaching a real profession.

Unesco International Seminar on the Development of Public Libraries in Asia

An International Seminar on the development of public libraries in Asia was held in the Delhi Public Library from 6th to 26th October, 1955. The Seminar, which was organised by Unesco and inaugurated by Maulana Abul Kalam Azad represented most of the Asian countries and observers from other countries were also present. English and French were the official languages of the Seminar and interpreters were provided for plenary sessions.

The Seminar was directed by Mr. M. Frank Gardner, Borough Librarian of Luton (United Kingdom). Mr. Gardner's wide experience as a public librarian includes a period of service as Unesco's Consultant at Delhi Library in 1951-52.

Of special interest to schools was the discussion group on library service for children. The planning and administration of school libraries, services for children in public libraries, group activities, story-writing, and instruction in the use of books in libraries were among the subjects discussed.

U.S.A.

New Teacher Programme Launched

Four Massachusetts school systems and ten colleges have joined the Harvard Graduate School of Education in a bid to obtain able arts and science graduates as public school teachers on both the Elementary and High school levels. Their programme is supported from the Ford Foundation Funds.

The core of the new approach is an unusual summer school. At a town called Newton, in the Weeks Junior High School, 20 master teachers recruited from all over the United States will guide 100 student-teachers and student-observers in teaching 300 boys and girls. After the Summer's training a few carefully selected college graduates will be hired to teach, under guidance of master teachers, while completing their advanced studies at Harvard. Their own teaching experience will become the subject of class analysis in their Harvard studies.

This is how the project will operate: In each college a faculty committee chooses able students suited to a teaching career. On graduation these selected students will have two new routes into teaching open to them. First, if they have had certain courses in college preparatory to teaching, they may take the intensive summer course at Newton and qualify in Massachusetts and many other States as teachers. Second, they may use the summer teaching course at Newton as a means of qualifying for actual employment as interns in one of the cooperating school systems while they complete graduate study in education at Harvard.

Each school system will hire two 'intern' teachers to fill one full-time teaching assignment. They will work under an experienced teacher in school. One student-teacher will teach full time during the autumn term, carrying on studies based on his own teaching experience under the Harvard faculty. During this term, the other student-teacher will follow a full course of studies at Harvard—including a seminar in which he will learn all his partner's teaching experiences.

At mid-year there will be a transition, with the first intern moving into full time study, but still following the progress of his pupils through the seminar discussions of his partner. The second intern will take over the class reducing his graduate studies

Teaching of Citizenship

A comprehensive report on the status of citizenship training in schools has been issued by the Citizenship Education Project of Teachers College, Columbia University. The six-year-old project now serves school systems in 43 States. The project is expected to establish 54 permanent citizenship centres throughout the country this year. These centres will comprise a widespread effort by a graduate school of education to provide field service in citizenship to America's High schools. The object of these centres is to help schools to do a more effective job in teaching what freedom means by making available a set of all practices which enable students under teacher guidance to learn the principles of liberty and the duties of citizenship, by using their schools and communities as laboratories.

They believe that good citizenship is best learned by active practices. These are based on laboratory methods which complement High school courses in Social Studies, English, Science, Home Economics, Business Education, and Industrial Arts. The practices, the heart of the project, are the result of an analy-

sis of 10,000 suggestions of teachers. For example the right to a fair trial is being learned in part, through calling on pupils to set up in their own schools student governments. In some schools students set up models of their municipal governments by studying their structure. They visit local law courts to observe judicial processes. They set up non-partisan political information services, conduct campaigns to get the vote, study the operation of voting machines and polling places, and organise community forums to give students and adults an opportunity to hear the candidates of all political parties and state their views.

How Citizens can help Schools

The importance of citizen cooperation in developing good schools is stressed in a comprehensive survey made public by the Metropolitan School Study Council, New York. The report notes that the successful operation of a citizens' committee depends upon these factors: Assignments given to an advisory committee must be stimulating enough to challenge the thinking of the group; members selected for the committee must be truly representative of the community; the committee should become acquainted with all pertinent information before formulating recommendations and the school administration should help the committee by providing it with staff members who are in a position to give to the group facts about the school programme. This is the way the programme was developed; The Board of Education finds itself making a series of individual decisions around a bigger problem, like leave for teachers or non-regents academic courses. It then assigns the problem to the advisory committee. The committee reviews the pertinent decisions and facts. It then tries to work out a statement of policy that can be used as an administrative guide or at least a point of reference in future related cases. It reports the proposed policy to the Board, which in most instances, then enacts the policy into its by-laws.

Teacher Internship Programme.

An internship programme for secondary school teachers is to be inaugurated by the Education Department of Colgate University. Those joining, will be employed as teachers by cooperating schools near Colgate and at the same time will attend appropriate classes at the University. They will teach one-

half to three-quarters of a normal programme. Each intern will be assigned as adviser to a teacher in the cooperating school, and a member of the Colgate Education Department, who is a specialist in the student's teaching field. These advisers will supervise and evaluate his work and make suggestions for increasing his effectiveness as a teacher, and help him adjust to his profession.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

—Anatole France

BOOK REVIEWS

A NOTE ON THE PREPARATION OF TERMINOLOGIES IN HINDI

(The Ministry of Education has recently brought out several booklets giving provisional lists of technical terms in Hindi. Of special interest to Secondary Schools in the country are five booklets, covering Mathematics, Physics, Chemistry, Botany, and Social Sciences. The following note is intended to introduce these pamphlets to the secondary school teachers.—Editor).

THE Union Ministry of Education set up a Board of Scientific Terminology in December, 1950, to lay down broad principles for the preparation of scientific terminology in Hindi and to direct its working in its various complex stages. A uniform terminology for the whole country that may be used by all modern Indian languages was envisaged. The Board recommended that, as far as possible, international and technical terms should be retained in Hindi and symbols, signs and formulas used in sciences should be adopted without modification (that is, letters and figures of the Roman alphabet should be used in Hindi). The various Committees of Experts, organised in accordance with the directions of the Board, formulated many rules to tackle this problem of terminology according to the nature of the subject. But in this endeavour every attempt was made at all levels to achieve scientific precision without sacrificing the beauty of the language.

A special Section of the Ministry working since January, 1952, has so far produced five finalised pamphlets together with a number of provisional pamphlets in circulation for eliciting public opinion.

The terminologies listed in these five pamphlets, which have been published (with the sanction of the Government) as standard and authoritative, are primarily intended to meet the demands of the Secondary schools though a limited number of higher terms have also been included. These terms cover the follow-

ing sciences and will form a nucleus for evolving a fuller vocabulary in these subjects in course of time :

1. Mathematics.
2. Physics.
3. Chemistry.
4. Botany.
5. Social Sciences

Each one of these pamphlets carries an "Introductory Note" explaining the methods and techniques of word-building necessitated by a different approach to individual subjects. It will be found that these techniques and patterns of terminologies have been evolved within the larger framework of principles laid down by the Board. Thus, while in Physics, a subject rich in concepts, a large number of terms have been rendered into Hindi equivalents, Chemistry, a subject dealing with objects, made it necessary to leave many terms untranslated and forming many hybrid compounds. But even in conceptual sciences, there has not been any major departure or break from past tradition and stocks of scientific vocabulary. Sometimes, there have been minor adjustments and shift-ings of meanings strictly for the sake of conceptual accuracy.

The dominant impression about these terminologies is that they are a part of the common stock of vocabulary, serving

on the one hand, as the vehicle of common expressions, and on the other, representing technical concepts and precise significations.

It is the natural, familiar and broad-based character of these terminologies that will make them live and build up a standardised usage through this transitional period. These pamphlets also contain an appendix giving some illustrative sentences unfolding the potentialities of these terms and indicating further trends of usage. It is hoped that these terms, when they are entering an important phase of their journey, will be welcomed as members of the word-community, upholding the cause of scientific knowledge.

Yadu Vanshi

* * *

"Using Mathematics" by Kenneth B. Henderson and Robert E. Pingry; McGraw-Hill Book Company, Inc. U. S. A.

Mathematics finds application not only in Science and Technology but in day to day life as well. It is one of the most important branches of knowledge in the modern world and has been wisely introduced as a compulsory subject up to the Secondary school stage by most of the Boards and Directorates of Education.

Notwithstanding its importance and universal application, Mathematics is dreaded by most and shunned by many. It is regarded as a drab and dry subject by the majority of students. How to make it more attractive, more interesting is, therefore, a serious problem to the teacher. The solution lies as much in the selection of good textbooks as in the use of proper techniques of teaching.

We are well aware of the great harm done to Mathematics by the formal and summary manner in which most of the topics are dealt with in school textbooks. The importance of good textbooks can, therefore, never be overrated.

Messrs. Henderson and Pingry have drawn upon their rich experience and in "Using Mathematics" have produced an excellent textbook for Secondary schools.

A common defect from which most books on Mathematics suffer is the emphasis on memorisation of abstract rules. In this book the various topics have been presented in a way that develops concepts and generalisations and avoids dependence on rote memorisation. This conceptual presentation gives students new insight and creates new interest in the subject.

Theoretical treatment without reference to concrete examples makes uninteresting reading. The authors have, therefore, chosen problems from sports, from home management, from vocations, from hobbies and from Government. These topics cover a wide range and variety of subjects and all students, irrespective of their tastes, should find it interesting reading.

Each chapter of the book opens with an explanation of the significance of the content to be studied and ends with two self-tests whereby the student finds out how far he has attained the aims of the chapter and maintained his previous understanding.

In contrast to most of the Indian School textbooks, "Using Mathematics" is profusely illustrated. The drawing and cartoons in it have been well integrated with the text and used as visual language in an effective manner.

"Using Mathematics" with conceptual presentation, its profuse illustrations, its combination of topics of interest to students and not the least its attractive get-up can well serve as a model to writers and publishers of Indian school textbooks. Its applicability in our schools is however, limited because the illustrations and examples are chosen from American life and industry and are not directly related to the environments of Indian students.

R.P. Jaiswal

Junior High School Trends by Leonard V. Koos; Harper and Brothers: Price \$2.50

The Junior High School movement in the U.S.A. began nearly half-a-century ago. It started a process of re-organisation of the grades 7-9, which formerly formed either the top classes of an Elementary School or the lower classes of a Combined School (Junior-Senior High School), into a separate unit, called "Junior High School." The Junior High School of the U.S.A. approximates to our "Middle School" or "Senior Basic School" in India.

The author of the book, himself an eminent leader of the Junior High School movement, has very ably traced the origin and accounted for the popularity of this re-organisation process. Some of the main objects of this re-organisation are—"meeting the needs of the early adolescent group", "counselling or guidance", "meeting the individual differences of pupils", "pre-vocational training and exploration" and last but not the least, "introduction of the core curriculum and integration of the courses". The author proudly claims that the Junior High Schools have fulfilled these objectives. To prove this contention, Dr. Leonard V. Koos has freely drawn from his own experiences as well as from the various research studies carried on different aspects of the movement. Although there is difference of opinion amongst the authorities of Education on the degree of success the Junior High Schools have attained vis-a-vis their aims, nobody denies that they have achieved a good deal.

If the success of the Junior High Schools has been great in shaping the destiny of their pupils, their success has been even greater in throwing light on the needs for reorganising Secondary education in the U. S. A. as a whole. The lead given by the Junior High Schools, in re-shaping the curriculum of the early adolescents has been quickly followed by many Senior and Combined

High Schools. If today many of the latter category have introduced much-needed reforms in the activities of the junior-grades both inside and outside the class-rooms, it is from the recognition of the fact that the Junior High Schools are growing much too popular because of those re-orientations.

Teachers of Secondary education and administrators of Education in India will profit much from the study of this book. The selected and Annotated Bibliography added to the book is very useful for further reference.

P. C. Sharma

* * *

Guide to Careers

(Information about Careers suitable for
High school leavers.)

With this number of the Quarterly will be distributed some copies of the Pamphlet: "The Veterinary Doctor". This is the first one in a series, "Guide to Careers", issued by the Ministry of Labour (D.G.R.&E.) in collaboration with the Central Bureau of Educational and Vocational Guidance (Ministry of Education). The Pamphlets should be used in Vocational Guidance work and lent to students and parents in order to give them some occupational information. If there is a Career Master in the School naturally he will be responsible for the filing and utilisation of information material of this kind.

The series is to include about 25 different issues and among the pamphlets may be mentioned Primary Teacher, High Teacher, Librarian, Nurse, Stenographer, Gram Sevika, Cooperative Supervisor, Architect, Turner and Welder.

The Pamphlets will be sold by the Local Employment Exchanges and by book-sellers.

Central Bureau of Educational
&
Vocational Guidance.

INDEX to Articles

LIST OF PERIODICALS INDEXED

Christ Educ—Christian Education. Rs. 2/-
E.B. Paul, Business Manager, 3, Welsley
Road, Jabalpur, Madhya Pradesh. (q)

Educ—Education. Rs. 10/- Prop. T. C. E.
Journals & publications Ltd., P. O. Box 63,
Lucknow. (m)

Educ Ind—Educational India. M. Venkatarangiya
ed. Rs. 4/3/- Educational India Office,
Musulipatam (S. India). (m)

Educ Quar—Educational Quarterly. Rs. 8/3/-
Ministry of Education, Govt. of India,
New Delhi. (q)

Educ Rev—Educational Review. A. N. Parasuram
Rs. 5/- 16 Sunkumar street, Triplicane,
Madras. (m)

Educator—Educator M. Varma ed. Rs. 4/8/- The
University Training college, Nagpur. (q)

Ind Jnl Adult Educ—Indian Journal of Adult Educa-
tion. Rs. 5/- Indian Adult Education
Association, 30, Faiz Bazar, Delhi. (q)

Jnl Educ Psy—Journal of Education and Psychology,
T. K. N. Menon ed. Rs. 4/- faculty of
education and psychology, the M. S. Uiver-
sity, Baroda. (q)

Jnl Voc Educ Guid—Journal of vocational and
educational guidance. H. P. Mehta ed.
Rs. 3/- Parsi Panchayet vocational guid-
ance bureau, 209, Dr. Dadabhai Naoroji
Road, Fort Bombay. (q)

Prog Educ—Progress of Education. N. V. Kinkar
ed. Rs. 6/9/- 624, Sidashiv Peth, Poona-2. (m)

Sch World—School World. K. G. Warty ed. Rs. 3/-
117, Thalakwadi, Belgaum. (b)

Social Educ—Social Education. S. Raghavan. Exe-
cutive officer for adult education, Office
of the D. P. I., Trivandram

Social Educ News Bul—Social Education News
Bulletin. V. S. Mathur, ed. Rs. 3/- Indian

Adult Education Association, 30, Faiz
Bazar, Delhi. (m)

South Ind Teach—South Indian Teacher. Rs. 5/-
520, High Road, Triplicane, Madras-5. (m)

Teaching—Teaching. Rs. 4/- The Editor, c/o
Oxford University press, Post Box, 31,
Bombay-1. (q)

KEY TO ABBREVIATIONS.

+ Continued on later pages of same issue.

&	and
Ag	August
Je	June
JI	July
S	September
b	Bimonthly
m	Monthly
no	Number
q	Quarterly

The following is a sample explanation of abbreviations used:—

Akbarullah Khan.

The Hyderabad public school. Christ Educa
32 no 3: 23-25 S '55

The article of Akbarullah Khan will be found in
the Christian Education volume 32 number 3 on
pages 23 to 25 of the September 1955 issue.

AUTHOR AND SUBJECT INDEX

Abraham, C.C.

Physical education in India. Educ Ind 22:
53-55 Ag '55.

ACADEMIC freedom.

Order through controlled freedom. Clark
Robinson. Educ 34 no 7: 16-23 JI '55.

ACHIEVEMENT tests.

Construction of an achievement test. H. P.
Mehta. Jnl Voc Educ Guid 2: 120-126
JI '55.

- ADMINISTRATION of schools.**
- Administration and organization. South Ind Teach 28: 270-279 JI-Ag '55.
- School organization and administration. South Ind Teach 28: 239-269 JI-Ag '55.
- ADULT education.**
- Facts on adult education. Ind Jnl Adult Educ 16 no 3: 28 S '55.
- Dr. Radhakrishnan on adult education. Educ Ind 22: 29 JI '55.
- ADULT education—Library participation.**
- Adult education as a function of the library. C. O. Houle. Ind Jnl Adult Educ 16 no 3: 2-10 S '55.
- How can public libraries and adult education agencies co-operate? Edward Sydney. Ind Jnl Adult Educ 16 no 3: 18-27 S '55.
- ADULT education—Research.**
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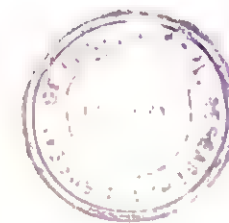
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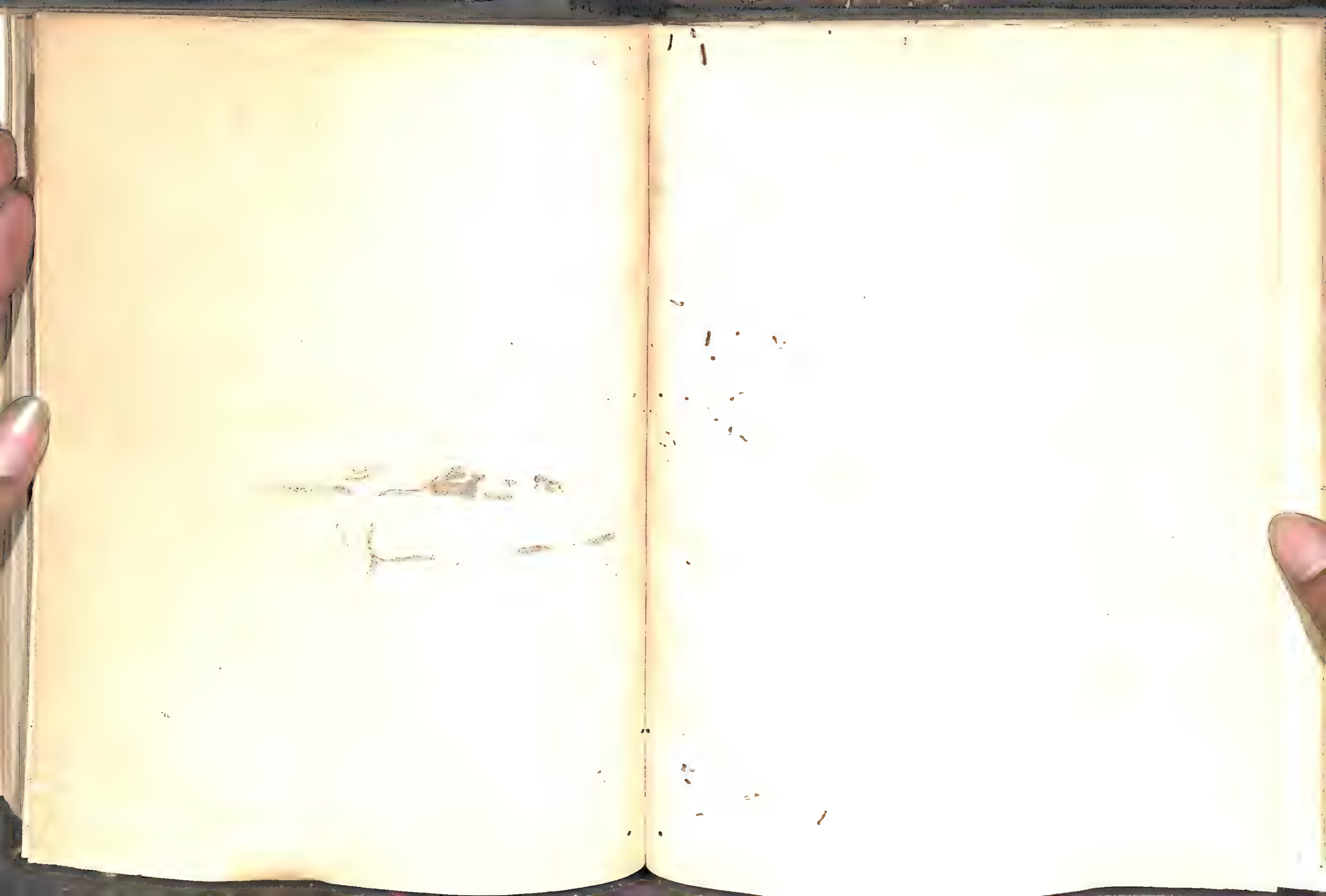
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